Structure and Style for Students

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Massachusetts Curriculum Frameworks
Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK- 12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

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

STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.9- 10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

INDICATOR	SLCA.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SLCA.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	SLCA.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

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Massachusetts Curriculum Frameworks
Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK- 12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	**W.9-10.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	**W.9-10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

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

STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Presentation of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	RCA-H.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

FOCUS / COURSE	RCA-H.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.1.**	**Write arguments focused on discipline-specific content.**

INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**

INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

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

STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SLCA.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.9-10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SLCA.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	SLCA.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

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FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**

STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9-10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**

STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RL.9-10.7.	Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9-10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9-10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		**Presentation of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	WCA.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

INDICATOR	SLCA.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

INDICATOR	SLCA.9-10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

INDICATOR	SLCA.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Presentation of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	SLCA.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9-10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RL.9-10.7.	Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.
FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RL.9-10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RI.9-10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.3.**	**Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.**
INDICATOR	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

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

STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.9- 10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SLCA.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SLCA.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

Massachusetts Curriculum Frameworks
Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.
FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Presentation of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA- ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA- ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9- 10.1.**	**Write arguments focused on discipline-specific content.**

INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9- 10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**

INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SLCA.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.9-10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SLCA.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Massachusetts Curriculum Frameworks
Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK- 12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**

INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.1.	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.2.	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

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

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.

FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9-10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

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

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

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Language Arts
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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RL.9-10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

INDICATOR	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	L.9-10.5.b.	Analyze nuances in the meaning of words with similar denotations.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	**WCA.9-10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, or procedures.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Language Arts
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FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

**FOCUS /
COURSE** **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

**FOCUS /
COURSE** **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

**FOCUS /
COURSE** **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**FOCUS /
COURSE** **SL.PK-
12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.

STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	**W.9-10.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	**W.9-10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

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

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE **SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE **L.9-10. Grades 9–10 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE **L.9-10. Grades 9–10 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE **L.9-10. Grades 9–10 Language Standards [L]**

STRAND		Knowledge of Language

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

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9-10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9- 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	**SLCA.9- 10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

INDICATOR	SLCA.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

INDICATOR	SLCA.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

INDICATOR	SLCA.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK-12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	**L.9-10.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

INDICATOR	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

FOCUS / COURSE	RCA-H.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS /
COURSE**   **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

**FOCUS /
COURSE**   **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

**FOCUS /
COURSE**   **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

**FOCUS /
COURSE**   **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**FOCUS /
COURSE**   **SL.PK-
12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

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

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9- 10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9- 10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.9.	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

FOCUS / COURSE	RCA-ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Massachusetts Curriculum Frameworks
Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9-10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

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

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RCA- H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9- 10.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9- 10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9- 10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**

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

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Massachusetts Curriculum Frameworks
Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	**College and Career Readiness Anchor Standards for Language**

STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	**College and Career Readiness Anchor Standards for Language**

STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE	RL.9-10.	**Grades 9–10 Reading Standards for Literature [RL]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

FOCUS / COURSE	RL.9-10.	**Grades 9–10 Reading Standards for Literature [RL]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RL.9-10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.9-10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

FOCUS / COURSE	RL.9-10.	**Grades 9–10 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9-10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).
FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9-10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Massachusetts Curriculum Frameworks
Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK-12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

FOCUS / COURSE   **RL.9-10.**   **Grades 9–10 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9-10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

FOCUS / COURSE   **RL.9-10.**   **Grades 9–10 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9-10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE   **RI.9-10.**   **Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE   **RI.9-10.**   **Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RI.9-10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**

INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.9.	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK-12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK- 12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.9-10.1.	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.9-10.2.	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.9-10.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

INDICATOR	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	**WCA.9-10.1.**	**Write arguments focused on discipline-specific content.**

INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	**WCA.9-10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**

INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, or procedures.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	**WCA.9-10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	**WCA.9-10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

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

STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK-12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	RI.9-10. Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

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

STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9- 10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**

INDICATOR		**Sentence Structure, Variety, and Meaning**

EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9- 10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.9- 10.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

INDICATOR	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

STANDARD / CONCEPT / SKILL	RCA- H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

FOCUS / COURSE	RCA-H.9- 10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA- ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA- ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA- ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.9.	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

FOCUS / COURSE	RCA- ST.9-10.	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	WCA.9-10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
INDICATOR	WCA.9-10.1.b.	Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	WCA.9-10.1.c.	Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK-12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

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

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA- H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	RCA-H.9- 10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
FOCUS / COURSE	**RCA-H.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
FOCUS / COURSE	**RCA-ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.9.	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
FOCUS / COURSE	**RCA- ST.9-10.**	**Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	**WCA.9- 10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9- 10.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.9- 10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
INDICATOR	WCA.9- 10.1.b.	Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	WCA.9- 10.1.c.	Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
INDICATOR	WCA.9- 10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9- 10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
FOCUS / COURSE	**WCA.9- 10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9- 10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	**WCA.9-10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	**WCA.9-10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	**WCA.9-10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	**SLCA.9-10.**	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

**FOCUS /
COURSE** **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

**FOCUS /
COURSE** **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

**FOCUS /
COURSE** **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**FOCUS /
COURSE** **SL.PK-
12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**FOCUS /
COURSE** **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
INDICATOR	W.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

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

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9- 10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9- 10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9- 10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.9- 10.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.9- 10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STANDARD / CONCEPT / SKILL	RCA-H.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.9-10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.9.	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9-10.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
INDICATOR	WCA.9-10.1.b.	Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	WCA.9-10.1.c.	Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
INDICATOR	WCA.9-10.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

INDICATOR	WCA.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9-10.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	WCA.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RL.9-10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9-10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RL.9-10.7.	Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RL.9-10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RI.9-10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.3.	**Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.**
INDICATOR	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	**WCA.9-10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

FOCUS / COURSE	WCA.9- 10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.9- 10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SLCA.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SLCA.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SLCA.9- 10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE   **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE   **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE   **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE   **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RL.9-10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STANDARD / CONCEPT / SKILL	RL.9-10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	RL.9-10.7.	Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RL.9-10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	RI.9-10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.9-10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.9- 10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9- 10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.9- 10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	**SL.9-10.**	**Grades 9–10 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9- 10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9- 10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

INDICATOR	WCA.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

FOCUS / COURSE	WCA.9-10.	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
INDICATOR	SLCA.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.9-10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SLCA.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT / SKILL	R.PK-12.6.	Assess how point of view or purpose shapes the content and style of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	**SL.PK- 12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	**RL.9-10.**	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

STANDARD / CONCEPT / SKILL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

FOCUS / COURSE	RL.9-10.	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RL.9-10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9-10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

FOCUS / COURSE	RL.9-10.	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RL.9-10.7.	Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

FOCUS / COURSE	RL.9-10.	**Grades 9–10 Reading Standards for Literature [RL]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RL.9-10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RI.9-10.	**Grades 9–10 Reading Standards for Informational Text [RI]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	RI.9-10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9-10.3.**	**Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.**
INDICATOR	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	**W.9-10.**	**Grades 9–10 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9-10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	**L.9-10.**	**Grades 9–10 Language Standards [L]**

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

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SLCA.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.9-10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SLCA.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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Language Arts
Grade **10** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT / SKILL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9-10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / CONCEPT / SKILL	RL.9-10.6.	Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.9-10.7.	Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.9-10.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.9-10.9.	Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
INDICATOR	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

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

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.9-10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.9-10.1.a.	Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.
EXPECTATION	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.9-10.2.c.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

FOCUS / COURSE	L.9-10.	Grades 9–10 Language Standards [L]

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

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

FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.9- 10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

FOCUS / COURSE	WCA.9- 10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

FOCUS / COURSE	**WCA.9-10.**	**Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	**SLCA.9-10.**	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

INDICATOR	SLCA.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

INDICATOR	SLCA.9-10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

INDICATOR	SLCA.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOCUS / COURSE	**SLCA.9-10.**	**Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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FOCUS / COURSE	**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS / COURSE	**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

FOCUS / COURSE	**RI.9-10.**	**Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.9- 10.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.9- 10.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
INDICATOR	W.9- 10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

FOCUS / COURSE	W.9-10.	**Grades 9–10 Writing Standards [W]**

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

FOCUS / COURSE	SL.9-10.	**Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.9- 10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

FOCUS / COURSE	RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.9-10.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.