Main Criteria: Structure and Style for Students

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts
Grade: 10

### Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

# Massachusetts Curriculum Frameworks Language Arts

Grade 10 - Adopted: 2017

FOCUS /	
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### 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
	R.PK- L2.7.	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
	R.PK- 2.10.	Independently and proficiently read and comprehend complex literary and informational texts.

### FOCUS / COURSE

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.
CONCEPT /		
CONCEPT I	<b>10.5.</b> W.9-	approach, focusing on addressing what is most significant for a specific purpose and audience.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
CONCEPT I SKILL INDICATOR	W.9- 10.5.a.	approach, focusing on addressing what is most significant for a specific purpose and audience.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in
INDICATOR  FOCUS /	W.9- 10.5.a. W.9- 10.5.b.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
INDICATOR  FOCUS / COURSE	W.9- 10.5.a. W.9- 10.5.b.	approach, focusing on addressing what is most significant for a specific purpose and audience.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]
INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	W.9- 10.5.a. W.9- 10.5.b. W.9-10.	approach, focusing on addressing what is most significant for a specific purpose and audience.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display
INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS /	W.9-10.5.b. W.9-10.6.	approach, focusing on addressing what is most significant for a specific purpose and audience.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

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

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

CONCEPT / SKILL  FOCUS / COURSE 10.  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR SLI 10.2  INDICATOR SLI 10.3	CA.9- (	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.  Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND  STANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  SL 10.2  INDICATOR  SL 10.2		Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  SLINDICATOR		
INDICATOR SLIDOLOGICATOR SLIDOLOGICA SLIDO	04.0	Comprehension and Collaboration
INDICATOR SLINDICATOR SLINDICATOR SLINDICATOR SLINDICATOR	.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 SL:	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.)
10.1		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.
EOCUS / SLC		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.
COURSE 10.	CA.9- G	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND	(	Comprehension and Collaboration
STANDARD / SLC CONCEPT / 10.2 SKILL		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 / SLC COURSE 10.	CA.9- G	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND	ı	Presentation of Knowledge and Ideas
STANDARD / SLO CONCEPT / 10.4 SKILL	4. t	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

Craft and Structure

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

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

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
STRAND  STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT /		
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT /	12.1. L.PK- 12.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS /	12.1. L.PK- 12.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	12.1. L.PK- 12.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	12.1.  L.PK- 12.2.  L.PK-12.  L.PK- 12.3.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL	12.1.  L.PK- 12.2.  L.PK-12.  L.PK- 12.3.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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
ST ANDARD / 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
ST ANDARD / 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 /	W.9-	Paralan and strongthan uniting a good of hyplanning parising adding paraling as tuning a paral
CONCEPT / SKILL	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.
CONCEPT /		
CONCEPT /	<b>10.5.</b> W.9-	approach, focusing on addressing what is most significant for a specific purpose and audience.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
CONCEPT I SKILL INDICATOR	W.9- 10.5.a. W.9- 10.5.b.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in
INDICATOR  FOCUS I	W.9- 10.5.a. W.9- 10.5.b.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
INDICATOR  FOCUS I COURSE	W.9- 10.5.a. W.9- 10.5.b.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]
INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	W.9-10.5.b. W.9-10.6.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display
INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS /	W.9-10.5.b. W.9-10.6.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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
STRAND STANDARD / CONCEPT / SKILL	L.9- 10.4.	Vocabulary Acquisition and Use  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.
STANDARD / CONCEPT /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
STANDARD / CONCEPT / SKILL	<b>10.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
STANDARD / CONCEPT / SKILL INDICATOR	L.9- 10.4.a. L.9- 10.4.d.	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.  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.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
STANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR	L.9- 10.4.a. L.9- 10.4.d.	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.  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.  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).
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  FOCUS / COURSE	L.9- 10.4.a. L.9- 10.4.d.	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.  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.  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).  Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	L.9- 10.4.a. L.9- 10.4.d. RCA-H.9- 10.	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.  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.  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).  Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]  Key Ideas and Details  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as
STANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / CON	L.9- 10.4.a. L.9- 10.4.d. RCA-H.9- 10.	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.  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.  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).  Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]  Key Ideas and Details  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how

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
ST ANDARD / 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.
EOCUS /	D DK 10	College and Career Readiness Ancher Standards for Reading

### 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

### $\hbox{W.PK-12. College and Career Readiness Anchor Standards for Writing}\\$

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

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

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

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
ST ANDARD / 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
STRAND STANDARD / CONCEPT / SKILL	SL.9- 10.1.	Comprehension and Collaboration  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.
STANDARD / CONCEPT /		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
STANDARD / CONCEPT / SKILL	<b>10.1.</b> SL.9-	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.  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
ST ANDARD / CONCEPT / SKILL	SL.9- 10.1.a.	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.  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.)  Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR	SL.9- 10.1.a. SL.9- 10.1.b.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  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.)  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.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR	SL.9- 10.1.a. SL.9- 10.1.b.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  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.)  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.  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.
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR  FOCUS / COURSE	SL.9- 10.1.a. SL.9- 10.1.b.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  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.)  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.  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.  Grades 9–10 Speaking and Listening Standards [SL]
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR  FOCUS / COURSE  ST RAND  STANDARD / CONCEPT /	SL.9-10.1.a.  SL.9-10.1.b.  SL.9-10.2.	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.  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.)  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.  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.  Grades 9–10 Speaking and Listening Standards [SL]  Comprehension and Collaboration  Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally),

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
ST ANDARD / 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
ST ANDARD / 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.

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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

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

COURSE		
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.
Orace		
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.
STANDARD / CONCEPT /	10.6.	

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.)
FOOLIS /	W.9-10.	Grades 9–10 Writing Standards [W]
FOCUS / COURSE		
		Production and Distribution of Writing

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
ST ANDARD / 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 /	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 / L.9-10. Grades 9-10 Language Standards [L] COURSE

CONCEPT/ 10.5.

SKILL

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 the 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 /	WCA.9-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / WCA.9- 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.
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#### UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

### Massachusetts Curriculum Frameworks Language Arts

Grade 10 - Adopted: 2017

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

Craft and Structure

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

CONCEPT / SKILL  STANDARD / R.PK- CONCEPT / 125.  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.  STANDARD / R.PK-12.  College and Career Readiness Anchor Standards for Reading  STANDARD / R.PK- CONCEPT / 12.7.  SKILL  FOCUS / CONCEPT / 12.7.  SKILL  FOCUS / R.PK-12.  College and Career Readiness Anchor Standards for Reading  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as v as in words.  STANDARD / R.PK- CONCEPT / SKILL  FOCUS / CONCEPT / 12.10.  STANDARD / R.PK- CONCEPT / 12.10.  STANDARD / R.PK- CONCEPT / 12.10.  STANDARD / COURSE  STRAND  Text Types and Purposes  STANDARD / CONCEPT / COURSE  STANDARD / CONCEPT / 12.10.  STAND			
CONCEPT/ SKILL  R.PK-12. College and Career Readiness Anchor Standards for Reading  Integration of Knowledge and Ideas  STANDAD   Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as vas in words.  STANDAD   R.PK- 127. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as vas in words.  STANDAD   R.PK-12. College and Career Readiness Anchor Standards for Reading  STANDAD   Range of Reading and Level of Text Complexity  STANDARD   R.PK- CONCEPT   1210.  SKILL  STANDARD   W.PK-12. College and Career Readiness Anchor Standards for Writing  STANDARD   Text Types and Purposes  STANDARD   W.PK- 122. W.PK- 122. W.PK- 123. W.PK- 124. With informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD   W.PK- CONCEPT   123. SKILL  STANDARD   W.PK- CONCEPT   123. SKILL  STANDARD   W.PK- CONCEPT   124. With informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD   W.PK- CONCEPT   125. SKILL  STANDARD   W.PK- CONCEPT   126. Sixtuctured sequences.  STANDARD   Production and Distribution of Writing  STANDARD   Production and Distribution of Writing  STANDARD   W.PK- CONCEPT   126. Sixtuctured content writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CONCEPT/		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.
Integration of Knowledge and Ideas	CONCEPT/		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 / 12.7.   Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as visually as in words.		R.PK-12.	College and Career Readiness Anchor Standards for Reading
CONCEPT / SKILL  FOCUS / COURSE  R.PK-12. College and Career Readiness Anchor Standards for Reading  Range of Reading and Level of Text Complexity  STANDARD / R.PK- CONCEPT / 12.10. SKILL  FOCUS / COURSE  W.PK-12. College and Career Readiness Anchor Standards for Writing  Text Types and Purposes  STANDARD / W.PK- CONCEPT / 12.2. SKILL  STANDARD / W.PK- CONCEPT / 12.3. SKILL  STANDARD / W.PK- CONCEPT / 12.3. SKILL  FOCUS / COURSE  W.PK-12. College and Career Readiness Anchor Standards for Writing  W.PK- CONCEPT / 12.3. SKILL  FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing  W.PK- CONCEPT / 12.3. SKILL  FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing  STANDARD / W.PK- CONCEPT / 12.3. SKILL  FOCUS / College and Career Readiness Anchor Standards for Writing  Production and Distribution of Writing  FOCUS / CONCEPT / 12.4.  STANDARD / W.PK- CONCEPT / 12.4. SKILL  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	STRAND		Integration of Knowledge and Ideas
STRAND ROLL  STANDARD / R.P.K. CONCEPT / SKILL  FOCUS / COURSE  W.PK-12. College and Career Readiness Anchor Standards for Writing  Text Types and Purposes  STANDARD / W.P.K. 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 / W.P.K. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and we structured sequences.  STANDARD / W.P.K. CONCEPT / SKILL  STANDARD / W.P.K. Urite narratives to develop experiences or events using effective literary techniques, well-chosen details, and we structured sequences.  STANDARD / W.P.K. College and Career Readiness Anchor Standards for Writing  STANDARD / W.P.K. Production and Distribution of Writing  STANDARD / W.P.K. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CONCEPT/		Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / 12.10.  FOCUS / COURSE  W.PK-12. College and Career Readiness Anchor Standards for Writing  Text Types and Purposes  STANDARD / W.PK- CONCEPT / 12.2.  STANDARD / W.PK- 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 / W.PK- 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 / W.PK- Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and we structured sequences.  STANDARD / W.PK-12. College and Career Readiness Anchor Standards for Writing  STANDARD / W.PK-12. College and Career Readiness Anchor Standards for Writing  STANDARD / W.PK- Production and Distribution of Writing  STANDARD / W.PK- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		R.PK-12.	College and Career Readiness Anchor Standards for Reading
CONCEPT / SKILL  FOCUS / COURSE  W.PK-12. College and Career Readiness Anchor Standards for Writing  Text Types and Purposes  STANDARD / W.PK-CONCEPT / SKILL  STANDARD / W.PK-CONCEPT / 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.  W.PK-CONCEPT / 12.3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and we structured sequences.  W.PK-12. College and Career Readiness Anchor Standards for Writing  STANDARD / CONCEPT / SKILL  Production and Distribution of Writing  STANDARD / W.PK-CONCEPT / 12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	STRAND		Range of Reading and Level of Text Complexity
STRAND  STANDARD / W.PK-CONCEPT / 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 / W.PK-CONCEPT / 12.3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and we structured sequences.  W.PK-12. College and Career Readiness Anchor Standards for Writing  STANDARD / W.PK-CONCEPT / 12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CONCEPT/		Independently and proficiently read and comprehend complex literary and informational texts.
STANDARD / W.PK-CONCEPT / 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 / W.PK-CONCEPT / 12.3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and we structured sequences.  STANDARD / W.PK-12. College and Career Readiness Anchor Standards for Writing  STRAND Production and Distribution of Writing  STANDARD / W.PK-CONCEPT / 12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		W.PK-12.	College and Career Readiness Anchor Standards for Writing
CONCEPT / SKILL  STANDARD / W.PK-CONCEPT / SKILL  W.PK-12. College and Career Readiness Anchor Standards for Writing  W.PK-12. College and Distribution of Writing  STRAND  STRAND  Production and Distribution of Writing  STANDARD / CONCEPT / SKILL  W.PK-12. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	STRAND		Text Types and Purposes
CONCEPT / SKILL  FOCUS / COURSE  W.PK-12. College and Career Readiness Anchor Standards for Writing  Production and Distribution of Writing  STANDARD / CONCEPT / SKILL  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CONCEPT/		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND  Production and Distribution of Writing  STANDARD / W.PK- CONCEPT / 12.4.  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	CONCEPT/		Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
STANDARD / W.PK- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, CONCEPT / 12.4. purpose, and audience.  SKILL		W.PK-12.	College and Career Readiness Anchor Standards for Writing
CONCEPT / 12.4. purpose, and audience. SKILL	STRAND		Production and Distribution of Writing
STANDARD / W.PK- Use technology to produce and publish writing and to interact and collaborate with others.	CONCEPT/		
CONCEPT / 12.6. SKILL	CONCEPT/		Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE		W.PK-12.	College and Career Readiness Anchor Standards for Writing

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.)
CONCEPT/	10.4.	technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
CONCEPT / SKILL	10.4.	technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
CONCEPT / SKILL  FOCUS / COURSE	10.4.	technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  Grades 9–10 Reading Standards for Informational Text [RI]
CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	10.4. RI.9-10.	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.)  Grades 9–10 Reading Standards for Informational Text [RI]  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and
CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS /	RI.9-10.	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.)  Grades 9–10 Reading Standards for Informational Text [RI]  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	RI.9-10.	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.)  Grades 9–10 Reading Standards for Informational Text [RI]  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.  Grades 9–10 Writing Standards [W]
CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / COURSE	RI.9-10.  RI.9-10.  W.9-10.	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.)  Grades 9–10 Reading Standards for Informational Text [RI]  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.  Grades 9–10 Writing Standards [W]  Text Types and Purposes  Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an

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
ST ANDARD / 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 / / CONCE			
CONCEPT/ 10.8. advanced searches effectively, assess the usefulness of each source in answering the research question; integrated into manation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  TANDARD / W9- CONCEPT/ 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.  W9-10. Grades 9-10 Writing  TANDARD / W9- CONCEPT/ 10.10. STANDARD / W9- CONCEPT/ 10.10. Single sitting or a day or two) for a range of tasks, purposes, and audiences.  STRAND  Comprehension and Collaboration  STANDARD / SL-9- Comprehension and Collaboration  STANDARD / SL-9- 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 teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and teacher-led) with diverse partners on grades 9-10 topics, texts, and insues, building on others' ideas and teacher-led) with diverse partners on grades 9-10 topics, texts, and insues, building on others' ideas and teacher-led) with diverse partners on grades 9-10 topics, texts, and insues, building on others' ideas and teacher-led) with diverse partners on grades 9-10 topics, texts, and insues, building on others' ideas and teacher-led) with diverse partners on grades 9-10 topics, texts, and insues, building on others' ideas and teacher-led) with diverse partners on grades 9-10 topics, texts, and insues, building on others' ideas and teacher-led) with diverse partners on grades 9-10 topics, texts, an	CONCEPT/	W.9-10.7.	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
FOCUS / COURSE  W.9-10. Grades 9-10 Writing Standards [W]  STRAND  Range of Writing  STANDARD / CONCEPT / 10.10. Wife routinely over extended time frames (fime for research, reflection, and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences.  STRAND  COMRSE  STRAND  Comprehension and Collaboration  STANDARD / COURSE  STRAND  Comprehension and Collaboration  STANDARD / 10.1. Wife troutinely over extended time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences.  STRAND  Comprehension and Collaboration  STANDARD / 10.1. Wife troutinely over extended time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences.  STRAND  Comprehension and Collaboration  STANDARD / 10.1. Wife troutinely over extended time frames (a single siting or a day or two) for a range of collaborative discussions (one-on-one, in groups, and tasks and other research on the topic or issue to a simulate and or extender of the standard issues, building on others indeas and expressing their own clearly and persuasively.  INDICATOR  SL9- 10.1. 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 at houghful, 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  SL9- 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.  SL9- 10.1c. Information presented in diverse formats and media (e.g., visually, quantitatively, orally), course  STANDARD / CONCEPT/ 10.2 bitegrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively	CONCEPT/		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
STRAND  Range of Writing  STANDARD / CONCEPT/ 10.10. Wille 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.  SL9-10. Grades 9-10 Speaking and Listening Standards [SL]  Comprehension and Collaboration  STANDARD / CONCEPT / 10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and concept / 10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and expressing their own clearly and persuasively.  INDICATOR  SL9- 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  SL9- 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  SL9- 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 / CONCEPT / 10.2. SL9- Comprehension and Collaboration  STANDARD / Concept / 10.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally).  FOCUS / CONCEPT / 10.2. Grades 9-10 Speaking and Listening Standards [SL]	CONCEPT/		
STANDARD / CONCEPT / SKILL  FOCUS / 10.10. Grades 9-10 Speaking and Listening Standards [SL]  FOCUS / COURSE  SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]  Comprehension and Collaboration  STANDARD / CONCEPT / 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 persuasivous and expressing their own clearly and persuasivous 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- 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- 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  STRAND  Comprehension and Collaboration  STANDARD / SL.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.  SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]  Comprehension and Collaboration  STANDARD / SL.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.		W.9-10.	Grades 9–10 Writing Standards [W]
SCUSE   SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]  STRAND   Comprehension and Collaboration  STANDARD   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-   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-   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-   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 / CONCEPT   SL.9-   Comprehension and Collaboration  STANDARD / CONCEPT   5L.9-   Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.  SCUSI   COURSE   SL.9-10.   Grades 9-10 Speaking and Listening Standards [SL]	STRAND		Range of Writing
STRAND  Comprehension and Collaboration  STANDARD / CONCEPT / SKILL  INDICATOR  SL9- 10.1.  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 thoughful, 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  SL9- 10.1b. 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  SL9- 10.1c. 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  STANDARD / SL9- CONCEPT / SKILL  SL9-10. Grades 9–10 Speaking and Listening Standards [SL]  Comprehension and Collaboration  Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.  SL9-10. Grades 9–10 Speaking and Listening Standards [SL]	CONCEPT/		· · · · · · · · · · · · · · · · · · ·
STANDARD / CONCEPT / SKILL  INDICATOR  SL.9- 10.1.  SL.9- 10.1.  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.  SL.9-  INDICATOR  SL.9-  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-  INDICATOR  SL.9-  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  STRAND  Comprehension and Collaboration  STANDARD / SL.9-  10.2.  SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]  FOCUS / CONCEPT / SKILL  FOCUS / COURSE  SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]		SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
INDICATOR SL.9- INDICATOR SL.9- Work with peers to set rules for collegial discussions and deadlines, and individual roles as needed.  INDICATOR SL.9- INDICATOR SL.9- 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- INDICATOR IND	STRAND		Comprehension and Collaboration
10.1.a. 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- Under 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- 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  STRAND  Comprehension and Collaboration  STANDARD / 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.  SKILL  FOCUS / COURSE  SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]	CONCEPT /		teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas
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  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.  SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]	INDICATOR		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
FOCUS / COURSE  SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]  STRAND  Comprehension and Collaboration  STANDARD / CONCEPT / SKILL  FOCUS / SKILL  SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]  Comprehension and Collaboration  STANDARD / SL.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.  SKILL  FOCUS / COURSE  SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]	INDICATOR		
STRAND  Comprehension and Collaboration  STANDARD / SL.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.  SKILL  FOCUS / COURSE  SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]	INDICATOR		
STANDARD / SL.9- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.  SKILL  FOCUS / COURSE  SL.9-10. Grades 9-10 Speaking and Listening Standards [SL]		SL.9-10.	Grades 9–10 Speaking and Listening Standards [SL]
CONCEPT / 10.2. evaluating the credibility and accuracy of each source.  SKILL  FOCUS / SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]	STRAND		Comprehension and Collaboration
COURSE	CONCEPT/		
STRAND Presentation of Knowledge and Ideas		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 / RCA-H.9- Grades 9-10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] COURSE 10.

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 /	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.

SKILL

STANDARD / CONCEPT /	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.
SKILL		
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
ST ANDARD / 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
ST ANDARD / 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.

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

Range of Reading and Level of Text Complexity

FOCUS / COURSE

STRAND

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 /	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.

SKILL

FOCUS /	RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
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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
STRAND		Range of Reading and Level of Fext 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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		Massachusetts Curriculum Frameworks
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#### FOCUS / **COURSE**

CONCEPT/ SKILL

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

STRAND
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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
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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 /	L.9-	Demonstrate command of the conventions of standard English capitalization, punctuation, and
SKILL	10.2.	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
ST ANDARD / 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
ST ANDARD / 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.
	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 /	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 / W.9-10. Grades 9-10 Writing Standards [W] COURSE

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

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- 12.2.	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 /	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 /	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
ST ANDARD / 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.
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	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]
CTDAND		Craft and Structure

STRAND

Craft and Structure

STANDARD / RCA- CONCEPT / H.9-10 SKILL	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 / RCA- CONCEPT / H.9-10 SKILL	Compare the point of view of two or more authors for how they treat the same or similar topics, including which detail they include and emphasize in their respective accounts.
FOCUS / RCA-I COURSE 10.	.9- 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 / RCA- CONCEPT / H.9- SKILL 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
FOCUS / RCA- COURSE ST.9-1	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical D. Subjects [RCA-ST]
STRAND	Key Ideas and Details
STANDARD / RCA- CONCEPT / ST.9-1 SKILL	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of 0.1. explanations or descriptions.
STANDARD / RCA- CONCEPT / ST.9-1 SKILL	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, 0.2. phenomenon, or concept; provide an accurate summary of a text.
FOCUS / RCA- COURSE ST.9-1	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND	Craft and Structure
STANDARD / RCA- CONCEPT / ST.9- SKILL 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 tex and topics.
FOCUS / RCA- COURSE ST.9-1	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 / RCA- CONCEPT / ST.9- SKILL 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
FOCUS / WCA. COURSE 10.	- Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND	Text Types and Purposes
STANDARD / CONCEPT / SKILL WCA	9- Write arguments focused on discipline-specific content.
INDICATOR WCA	9- Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while

COURSE	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

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

FOCUS /

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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120
		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.
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 /	R.PK-12.	College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

COURSE

STRAND

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 /	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 Range of Writing STANDARD / W.PK-CONCEPT / 12.10. SKILL Wite 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. SKILL 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 /	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.

CONCEPT/

SKILL

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.

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]
	W.9-10.	Grades 9–10 Writing Standards [W]  Research to Build and Present Knowledge
COURSE		
STRAND STANDARD / CONCEPT /		Research to Build and Present Knowledge  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
STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT /	W.9-10.7.	Research to Build and Present Knowledge  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.  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
STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT /	W.9-10.7.  W.9- 10.8.  W.9- 10.9.	Research to Build and Present Knowledge  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.  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.  Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research,
STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL	W.9-10.7.  W.9- 10.8.  W.9- 10.9.	Research to Build and Present Knowledge  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.  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.  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.
STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	W.9-10.7.  W.9- 10.8.  W.9- 10.9.	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.  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.  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.  Grades 9–10 Writing Standards [W]

STRAND		Comprehension and Collaboration
ST ANDARD / 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]
CTDAND		Knowledge of Language
STRAND		This mode 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
ST ANDARD / 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

WCA.9-	
10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting o a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
	Comprehension and Collaboration
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.
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.)
SLCA.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes or key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SLCA.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes of larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SLCA.9- 10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
	Comprehension and Collaboration
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.
	SLCA.9- 10.1.  SLCA.9- 10.1.a.  SLCA.9- 10.1.b.  SLCA.9- 10.1.c.  SLCA.9- 10.1.c.

## UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

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

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

STANDARD /

CONCEPT/

SKILL

W.PK-

12.7.

## R.PK-12. College and Career Readiness Anchor Standards for Reading

COUNSE		
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

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.
	L.PK-12.	College and Career Readiness Anchor Standards for Language
FOCUS / COURSE STRAND	L.PK-12.	College and Career Readiness Anchor Standards for Language  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		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
ST ANDARD / 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
ST ANDARD / 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	10.5.a. W.9- 10.5.b.	including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in
INDICATOR  INDICATOR  FOCUS I	10.5.a. W.9- 10.5.b.	including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
INDICATOR  INDICATOR  FOCUS I COURSE	10.5.a. W.9- 10.5.b.	including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]
INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	W.9- 10.5.b. W.9-10.	including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display
INDICATOR  INDICATOR  FOCUS I COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS I	W.9- 10.5.b. W.9-10.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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
ST ANDARD / 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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142
		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.
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

Range of Reading and Level of Text Complexity

STRAND

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

## 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 /	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.
SKILL		

SKILL

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

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 I COURSE		
FOCUS /	10.1.d.	attending to the norms and conventions of the discipline in which they are writing.
FOCUS / COURSE	10.1.d.	attending to the norms and conventions of the discipline in which they are writing.  Grades 9–10 Writing Standards [W]
FOCUS / COURSE STRAND STANDARD / CONCEPT /	10.1.d. W.9-10.	attending to the norms and conventions of the discipline in which they are writing.  Grades 9–10 Writing Standards [W]  Text Types and Purposes  Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the
FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL	W.9-10.  W.9-10.  W.9- 10.2.	attending to the norms and conventions of the discipline in which they are writing.  Grades 9–10 Writing Standards [W]  Text Types and Purposes  Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  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
FOCUS I COURSE  STRAND  STANDARD I CONCEPT I SKILL  INDICATOR	W.9-10.2.  W.9-10.2.  W.9-10.2.	attending to the norms and conventions of the discipline in which they are writing.  Grades 9–10 Writing Standards [W]  Text Types and Purposes  Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  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.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR	W.9-10.2.  W.9-10.2.  W.9-10.2.a.	attending to the norms and conventions of the discipline in which they are writing.  Grades 9–10 Writing Standards [W]  Text Types and Purposes  Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  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.  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.
FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR	W.9-10.2.  W.9-10.2.  W.9-10.2.a.  W.9-10.2.b.	attending to the norms and conventions of the discipline in which they are writing.  Grades 9–10 Writing Standards [W]  Text Types and Purposes  Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  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.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while

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
ST ANDARD / 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.

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

COURSE	10.	
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]

**Key Ideas and Details** 

STRAND

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

<b>FOCUS</b>	I
<b>COURS</b>	E

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
	R.PK- .2.7.	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
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 / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

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
STRAND  STANDARD / CONCEPT / SKILL	RL.9- 10.1.	Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.
STANDARD / CONCEPT /		Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT /	10.1. RL.9-	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.  Determine a theme or central idea of a text and analyze in detail its development over the course of the text,
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT /	RL.9- 10.2. RL.9- 10.3.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL	RL.9- 10.2. RL.9- 10.3.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	RL.9- 10.2. RL.9- 10.3.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  Grades 9–10 Reading Standards for Literature [RL]
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	RL.9-10.2.  RL.9-10.3.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  Grades 9–10 Reading Standards for Literature [RL]  Craft and Structure  Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text, analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its

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

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 7: INVENTIVE WRITING Week 15 Page 157-160

# 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

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.

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COURSE		
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.
CONCEPT/	12.2.	
CONCEPT / SKILL	12.2.	orally.
CONCEPT / SKILL  FOCUS / COURSE	12.2.	orally.  College and Career Readiness Anchor Standards for Language
CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	12.2.  L.PK-12.  L.PK- 12.3.	College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices
CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS /	12.2.  L.PK-12.  L.PK- 12.3.	College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	12.2.  L.PK-12.  L.PK- 12.3.	College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  College and Career Readiness Anchor Standards for Language
CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / COURSE	12.2.  L.PK-12.  L.PK-12.3.	College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  College and Career Readiness Anchor Standards for Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,

STANDARD / CONCEPT / 10.1. Cles stong and thorough sexual evidence to support analysis of what a text states explicitly as well as inferences claws from the text.  STANDARD / RLD- CONCEPT / 10.2. bickerime a ferme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and as shaped and refined by specific details; provide an objective summary of a text.  STANDARD / RLD- CONCEPT / 10.3. bickerime a ferme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and as obspect and refined by specific details; provide an objective summary of a text.  STANDARD / RLD- CONCEPT / 10.3. bickerime a central idea of a text and analyze and evidence the piot or develop the theme.  STANDARD / RLD- Craft and Structure  CONCEPT / 10.5. manipulate time (e.g., poxing, flashbacks) create such effects as mystery, tension, or surpless.  STANDARD / RLD- Concept / 10.6. manipulate time (e.g., poxing, flashbacks) create such effects as mystery, tension, or surpless.  STANDARD / RLD- Concept / 10.6. manipulate time (e.g., poxing, flashbacks) create such effects as mystery, tension, or surpless.  STANDARD / RLD- Concept / 10.6. manipulate time (e.g., poxing, flashbacks) create such effects as mystery, tension, or surpless.  STANDARD / RLD- Concept / 10.6. manipulate time (e.g., poxing, flashbacks) create such effects as mystery, tension, or surpless.  STANDARD / RLD- Concept / 10.6. manipulate time (e.g., poxing, flashbacks) create such effects as mystery, tension, or surpless.  STANDARD / RLD- Concept / 10.6. manipulate time (e.g., poxing, flashbacks) create such effects as mystery, tension, or surpless.  STANDARD / RLD- Concept / 10.6. manipulate time (e.g., poxing, flashbacks) create such effects as mystery, tension, or surpless.  STANDARD / RLD- Concept / 10.6. manipulate time (e.g., poxing, flashbacks) create such effects as mystery, tension, or surpless.  STANDARD / RLD- Concept / 10.6. manipulate time (e.g.,	STRAND		Key Ideas and Details
CONCEPT 10.2 including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.  STANDARD / RL9- CONCEPT 10.3. bext. interact with other characters, e.g., those with multiple or conflicting motivations) develop over the course of a concept 10.3. bext. interact with other characters, and advance the plot or develop the theme.  STANDARD / Craft and Structure  STANDARD / Craft and Structure  STANDARD / Craft and Structure  RL9- 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 / RL9- CONCEPT / 10.5. 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.  STANDARD / RL9- CONCEPT / RL9- CONCEPT / 10.10. Frances 9-10 Reading Standards for Literature [RL]  STANDARD / RL9- CONCEPT / 10.10. Prespectives and exhibiting complexity appropriate for the grade/course.  STANDARD / RL9- CONCEPT / Rl9-10. Grades 9-10 Reading Standards for Informational Text [Rt]  STANDARD / Rl9-10. Craces 9-10 Reading Standards for Informational Text [Rt]  STANDARD / Rl9-10. Clic strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences concept / skill.  STANDARD / Rl9-10. 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 / Rl9-10. Grades 9-10 Reading Standards for Informational Text [Rt]  STANDARD / Rl9-10. Grades 9-10 Reading Standards for Informational Text [Rt]  STANDARD / Rl9-10. Grades 9-10 Reading Standards for Informational Text [Rt]	CONCEPT/		
text, interact with other characters, and advance the plot or develop the theme.  RL9-10. Grades 9-10 Reading Standards for Literature (RL)  Craft and Structure  Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., parallel plots), and manip	CONCEPT/		
STANDARD / RL9- 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 / RL9- 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 / CONCEPT / 10.6.  STRAND  Range of Reading Standards for Literature [RL]  STRAND  Range of Reading and Level of Text Complexity  STANDARD / RL9- 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.  STRAND  RI.9-10.  Grades 9-10 Reading Standards for Informational Text [RI]  STRAND  Key Ideas and Details  Key Ideas and Details  STANDARD / 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 / 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 / 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.  STANDARD / RI.9-10.3. Grades 9-10 Reading Standards for Informational Text [RI]	CONCEPT/		
STANDARD / RL9- CONCEPT / SKILL  STANDARD / RL9- 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.  STANDARD / RL9-10. Grades 9-10 Reading Standards for Literature [RL]  STANDARD / RL9- Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.  STAND RL9-10. Grades 9-10 Reading Standards for Informational Text [Rt]  STANDARD / RL9- Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.  STANDARD / RL9-10. Grades 9-10 Reading Standards for Informational Text [Rt]  Key Ideas and Details  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / RL9-10.1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences and is shaped and refined by specific details; provide an objective summary of a text.  STANDARD / CONCEPT / SKILL  STANDARD / RL9-10.3. 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.  SCUS / RL9-10. Grades 9-10 Reading Standards for Informational Text [Rt]		RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
CONCEPT / SKILL  STANDARD / CONCEPT / 10.6. Intellectual ideas of a period or place, drawing on a wide reading of world literature.  RL9-10. Grades 9-10 Reading Standards for Literature [RL]  STANDARD / CONCEPT / 10.10. Grades 9-10 Reading Standards for Literature [RL]  STANDARD / CONCEPT / 10.10. Grades 9-10 Reading Standards for Literature [RL]  STANDARD / CONCEPT / 10.10. Grades 9-10 Reading Standards for Informational Text [RI]  STANDARD / CONCEPT / 10.10. Grades 9-10 Reading Standards for Informational Text [RI]  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / RL9-10.1. 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  STANDARD	STRAND		Craft and Structure
CONCEPT / SKILL  FOCUS / COURSE  RL.9-10. Grades 9-10 Reading Standards for Literature [RL]  STRAND  Range of Reading and Level of Text Complexity  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  STANDARD / 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  STANDARD / 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 / RI.9-10. Grades 9-10 Reading Standards for Informational Text [RI]	CONCEPT/		
STRAND RD / CONCEPT / SKILL  Range of Reading and Level of Text Complexity  STANDARD / RL9- Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.  RI.9-10. Grades 9-10 Reading Standards for Informational Text [RI]  Key Ideas and Details  STANDARD / CONCEPT / SKILL  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.  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL	CONCEPT/		
STANDARD / CONCEPT / SKILL  RI.9-10. Grades 9-10 Reading Standards for Informational Text [RI]  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]		RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
CONCEPT / SKILL  RI.9-10. Grades 9-10 Reading Standards for Informational Text [RI]  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.  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  STANDARD / CONCEPT / SKILL  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		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL  STANDARD / 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  STANDARD / CONCEPT /	CONCEPT/		
STANDARD / CONCEPT / SKILL  STANDARD / 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  STANDARD / 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  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]		RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
CONCEPT / SKILL  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		Key Ideas and Details
and is shaped and refined by specific details; provide an objective summary of a text.  SKILL  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.  SKILL  RI.9-10. Grades 9-10 Reading Standards for Informational Text [RI]	CONCEPT/	RI.9-10.1.	
CONCEPT / made, how they are introduced and developed, and the presence or absence of connections between them.  SKILL  FOCUS / RI.9-10. Grades 9-10 Reading Standards for Informational Text [RI]	CONCEPT/	RI.9-10.2.	
COURSE	CONCEPT/	RI.9-10.3.	
STRAND Craft and Structure		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 /	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.

SKILL

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 deta 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 tex
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 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 domai specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 te 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.

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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#### UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

# Massachusetts Curriculum Frameworks Language Arts

Grade 10 - Adopted: 2017

FOCUS /
<b>COURSE</b>

## 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

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

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.
	L.PK-12.	College and Career Readiness Anchor Standards for Language
FOCUS / COURSE STRAND	L.PK-12.	College and Career Readiness Anchor Standards for Language  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		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
ST ANDARD / 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
ST ANDARD / 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.
CONCEPT /		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
CONCEPT / SKILL	<b>10.5</b> .	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
INDICATOR	W.9- 10.5.a.	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.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in
INDICATOR  FOCUS /	W.9- 10.5.a. W.9- 10.5.b.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).
INDICATOR  FOCUS / COURSE	W.9- 10.5.a. W.9- 10.5.b.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]
INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	W.9- 10.5.a. W.9- 10.5.b. W.9-10.	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.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).  Grades 9–10 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display

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.

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

STANDARD / RCA- CONCEPT / RCA- CONCEPT / RCA- COUNCED / RCA- COUNCED / RCA- STANDARD / RCA- COUNCED / RCA- CONCED / RCA- COUNCED / RCA- COUNC	STRAND		Integration of Knowledge and Ideas
CONCEPT / SKILL  RCA-H.9- Grades 9-10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]  RCA-H.9- Grades 9-10 Reading and Level of Text Complexity  Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.  RCA-CONCEPT / H9- SKILL 10.10.  RCA-CONSE ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]  Key Ideas and Details  Key Ideas and Details  STANDARD / RCA- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  STANDARD / ST3-10.1. explanations or descriptions.  STANDARD / RCA- Determine the certifial 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 / ST3-10.2. phenomenon, or concept, provide an accurate summary of a text.  STANDARD / RCA- Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]  STRAND  Craft and Structure  Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  RCA-CONCEPT / ST3-ST3-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Strandard RCA-CONCEPT / ST3-ST3-10. Independently and proficiently read and comprehend science/bechnical texts exhibiting complexity appropriate for the grade/course.  STANDARD / RCA-CONCEPT / ST3-ST3-10. Subjects [RCA-ST]  STRAND  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend science/bechnical texts exhibiting complexity appropriate for the grade/course.	CONCEPT/		Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND  RACA- CONCEPT/ SKILL  RCA- TH9- Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.  RCA- CONCEPT/ STRAND  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  Key Ideas and Details  STANDARD / RCA- Concept / ST9-10.1.  STANDARD / RCA- CONCEPT / SKILL  STANDARD / RCA- CONCEPT / ST9-10.2.  Determine the central ideas or conclusions of a text trace a texts explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text  STANDARD / RCA- ST.9-10.  STRAND  Craft and Structure  STANDARD / RCA- CONCEPT / ST.9-10  STRAND  Craft and Structure  STANDARD / RCA- CONCEPT / ST.9-10  STRAND  Craft and Structure  STANDARD / RCA- CONCEPT / ST.9-10  STRAND  Craft and Structure  STANDARD / RCA- CONCEPT / ST.9-	CONCEPT/		Compare and contrast treatments of the same topic in several primary and secondary sources.
STANDARD / RCA- CONCEPT / ST.9-10.  STANDARD / RCA- CONCEPT / ST.9-10.  STANDARD / RCA- CONCEPT / ST.9-10.  STANDARD / RCA- CONCEPT / ST.9-10.2.  STANDARD / RCA- CONCEPT / ST.9-10.3.  STANDARD / RCA- CONCEPT / ST.9-10.4.  ST.9-10.5.  STANDARD / RCA- CONCEPT / ST.9-10.5.  ST.9-10.5.  STANDARD / RCA- CONCEPT / ST.9-10.5.  ST.9-10.6.  ST.9-10.6.  ST.9-10.6.  ST.9-10.7.  ST.9-10.7.  ST.9-10.8.  ST.9-10.8.  ST.9-10.9.			Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
CONCEPT/ SKILL 10.10. the grade/course.  FOCUS / COURSE RCA- COURSE RCA- ST.9-10. Subjects [RCA-ST]  STRAND  Key Ideas and Details  STANDARD / CONCEPT / ST.9-10.1  STANDARD / CONCEPT / ST.9-10.2  POCUS / COURSE ST.9-10.2  STRAND  RCA- CONCEPT / ST.9-10.2  STRAND  RCA- CONCEPT / ST.9-10.2  STRAND Betermine 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.  STRAND  Craft and Structure  STANDARD / CONCEPT / ST.9-10.2  STRAND  Craft and Structure  STANDARD / CONCEPT / ST.9- SKILL  STANDARD / CONCEPT / ST.9- STRAND  Craft and Structure  STANDARD / CONCEPT / ST.9- SKILL  STANDARD / ST.9- STRAND  RCA- CONCEPT / ST.9- ST.9-10.  STRAND  RCA- CONCEPT / ST.9- SKILL  STANDARD / CONCEPT / ST.9- SKILL  STRAND  RCA- CONCEPT / ST.9- SCA- ST.9-10.  STRAND  RCA- CONCEPT / ST.9- STRAND  RCA- CONCEPT / ST.9- SCA- ST.9-10.  STRAND  RCA- ST.9-10.	STRAND		Range of Reading and Level of Text Complexity
STRAND  Key Ideas and Details  STANDARD / RCA- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  STANDARD / ST.9-10.1.  STANDARD / RCA- Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, ST.9-10.2. phenomenon, or concept; provide an accurate summary of a text.  STRAND  RCA- Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]  STRAND  Craft and Structure  STANDARD / RCA- 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 / ST.9-10.  STRAND  RCA- Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]  STRAND  RCA- 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  Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.  FOCUS / ST.9-10.  FOCUS / ST.9-10 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT/	H.9-	
STANDARD / RCA- CONCEPT / ST.9-10.1. explanations or descriptions.  STANDARD / RCA- CONCEPT / ST.9-10.2. Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, ST.9-10.2. phenomenon, or concept; provide an accurate summary of a text.  FOCUS / 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 / RCA- CONCEPT / ST.9- SKILL 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 / ST.9-10. Grades 9-10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST]  STRAND  RCA- 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 / RCA- CONCEPT / ST.9- SKILL 10.10.  Grades 9-10 Writing Standards for Literacy in the Content Areas [WCA]  FOCUS / ST.9- SKILL 10.10.			
CONCEPT/ SKILL  ST.9-10.1. explanations or descriptions.  STANDARD / RCA- Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, CONCEPT/ SKILL  FOCUS / ST.9-10.2. phenomenon, or concept; provide an accurate summary of a text.  FOCUS / 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 / RCA- 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 / 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 / RCA- ST.9- SKILL  STANDARD / RCA- Undependently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.  FOCUS / ST.9- SKILL  STANDARD / RCA- ST.9- SKILL  STANDARD / RCA- Undependently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.	STRAND		Key Ideas and Details
CONCEPT / SKILL  FOCUS / ST.9-10.2. phenomenon, or concept; provide an accurate summary of a text.  FOCUS / 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 / RCA- 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- 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  Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.  FOCUS / ST.9- SKILL  FOCUS / ST.9- Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT/		
STRAND  Craft and Structure  STANDARD / RCA- CONCEPT / ST.9-10. 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 / RCA- COURSE  RCA- ST.9-10. Subjects [RCA-ST]  Range of Reading Standards for Literacy in the Content Areas: Science and Career and Technical subjects [RCA-ST]  Range of Reading and Level of Text Complexity  STANDARD / RCA- CONCEPT / ST.9- SKILL 10.10.  FOCUS / ST.9- SKILL 10.10.  Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]  Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT/		
STANDARD / RCA- CONCEPT / ST.9- SKILL 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 / ST.9-10. Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical STRAND Range of Reading and Level of Text Complexity  STANDARD / ST.9- SKILL 10.10. Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.  FOCUS / ST.9- SKILL 10.10. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]			
CONCEPT/ ST.9- SKILL ST.9- ST.	STRAND		Craft and Structure
STRAND  Range of Reading and Level of Text Complexity  STANDARD / RCA- Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.  SKILL 10.10.  WCA.9- Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]	CONCEPT/	ST.9-	specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts
STANDARD / RCA- CONCEPT / ST.9- SKILL 10.10.  FOCUS / COURSE 10.10.  Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]			
CONCEPT / ST.9- grade/course.  SKILL 10.10.  FOCUS / WCA.9- Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]  10.	STRAND		Range of Reading and Level of Text Complexity
COURSE 10.	CONCEPT/	ST.9-	
STRAND Text Types and Purposes			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

## UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

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

## FOCUS /

STRAND

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas

COURSE		
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

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

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
ST ANDARD / 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 /	W.9-10.	Grades 9–10 Writing Standards [W]
COURSE	W.J-10.	Oraces 5 15 Willing Standards [W]
	W.J-10.	Production and Distribution of Writing
COURSE	W.9- 10.5.	• • • •
STRAND STANDARD / CONCEPT /	W.9-	Production and Distribution of Writing  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
STRAND STANDARD / CONCEPT / SKILL	W.9- 10.5.	Production and Distribution of Writing  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.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
STRAND  STANDARD / CONCEPT / SKILL  INDICATOR	W.9- 10.5. W.9- 10.5.a.	Production and Distribution of Writing  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.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in
STRAND  STANDARD / CONCEPT / SKILL  INDICATOR  FOCUS /	W.9- 10.5. W.9- 10.5.a.	Production and Distribution of Writing  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.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).  Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

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 /	L.9-10.	Grades 9–10 Language Standards [L]
COURSE		
STRAND		Knowledge of Language

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

## FOCUS /

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

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

#### FOCUS / COURSE

STRAND	Integration of Knowledge and Ideas	
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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

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.
	L.PK-12.	College and Career Readiness Anchor Standards for Language
FOCUS / COURSE STRAND	L.PK-12.	College and Career Readiness Anchor Standards for Language  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		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  INDICATOR  FOCUS / COURSE  STRAND  STANDARD /	W.9-10.1.e.  W.9-10.2.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  Provide a concluding statement or section that follows from and supports the argument presented.  Grades 9–10 Writing Standards [W]  Text Types and Purposes  Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE STRAND STANDARD /	W.9-10.  W.9- 10.2.	Grades 9–10 Writing Standards [W]  Text Types and Purposes  Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the
STRAND STANDARD /	W.9- 10.2.	Text Types and Purposes  Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the
STANDARD /	<b>10.2.</b> W.9-	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
	<b>10.2.</b> W.9-	examine and convey complex ideas, concepts, and information clearly and accurately through the
CONCEPT / SKILL		
INDICATOR	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, o 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

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		
	10.4.a. L.9- 10.4.d.	as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
INDICATOR FOCUS I	10.4.a. L.9- 10.4.d.	as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
INDICATOR  FOCUS I COURSE	10.4.a. L.9- 10.4.d.	as a clue to the meaning of a word or phrase.  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).  Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	10.4.a.  L.9- 10.4.d.  RCA-H.9- 10.	as a clue to the meaning of a word or phrase.  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).  Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]  Key Ideas and Details  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as

# STANDARD / RCA- Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, CONCEPT / H.9-10.4. including vocabulary describing political, social, or economic aspects of history/social studies. SKILL

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 other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.9-	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style

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

# FOCUS / COURSE

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]

STANDARD / RI.9- 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.)	STRAND	Craft and Structure
	CONCEPT/	 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

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

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		Use precise language and domain-specific vocabulary to manage the complexity of the topic.  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
ST ANDARD / 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 /	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.

SKILL

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
ST ANDARD / 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 / L.9-10. Grades 9-10 Language Standards [L] COURSE

STRAND	Vocabulary Acquisition and Use
	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- 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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# 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- 12.5.	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.
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
ST ANDARD / 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

Information into the text selectively to maintain the flow of ideas, avoiding plagisters and following a standard form for classion.  STANDARD / W.9- CONCEPT / 10.9.  STRAND   Draw evidence from literary or informational texts to support witten analysis, interpretation, reflection, and research concept.  SIGLL   Draw evidence from literary or informational texts to support witten analysis, interpretation, reflection, and research concept.  SIGLL   Draw evidence from literary or informational texts to support witten analysis, interpretation, reflection, and research course.  STRAND   Range of Writing    STANDARD / W.9- CONCEPT / 10.10.  STRAND   William country over extended line frames (line for research, reflection), and revision) and shorter line frames (a concept of the co			
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STRAND  Range of Writing  Wile 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.  SL9-10.  Grades 9-10 Speaking and Listening Standards [SL]  Comprehension and Collaboration  STANDARD / 10.1.  STANDARD / 10.1.  STANDARD / 10.1.  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, at teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' idea and expressing their own clearly and persuasively.  INDICATOR  SL9-  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 Tristandard 1 for specific expectations regarding the use of textual evidence;  INDICATOR  SL9-  Work with peers to set rules for collegial discussions and decision making (e.g., informat consensus, taking votes key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  INDICATOR  SL9-  Propel conversations by posing and responding to questions that relate the current discussion to broader themes larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions of the peers of the peers to set rules for collegial discussions, and clarify, verify, or challenge ideas and conclusions of the convertions of standard SL1  Comprehension and Collaboration  STANDARD / SL9-  FOCUS / Crades 9-10 Speaking and Listening Standards [SL]  Comprehension and Collaboration  Conventions of Standard English  STANDARD / L9-  STANDARD / Conventions of Standard English  Conventions of Standard English  Conventions of Standard English  STANDARD / L9-  SPANDARD / L9-  Demonstrate command of	CONCEPT/		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.
Wile routinely over extended time frames (time for research, refection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  SL9-10. Grades 9-10 Speaking and Listening Standards [SL]  COMPRENDIAND / CONCEPT / 10.1.  STANDARD / CONCEPT / 10.1.  STANDARD / SL9-  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 feeding literature.  INDICATOR SL9-  INDI		W.9-10.	Grades 9–10 Writing Standards [W]
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STANDARD / CONCEPT / SKILL  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-  Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and the		L.9-10.	Grades 9–10 Language Standards [L]
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EXPECTATION L.9- Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and the	CONCEPT /		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
	INDICATOR		Sentence Structure, Variety, and Meaning
	EXPECTATION		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, focusi 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 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
ST ANDARD / 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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#### Massachusetts Curriculum Frameworks Language Arts

Grade 10 - Adopted: 2017

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

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
CTANDADD /		
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.
CONCEPT/		
CONCEPT / SKILL  STANDARD / CONCEPT /	10.1. RL.9-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text,
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / CONCEPT /	RL.9- 10.2. RL.9- 10.3.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a
CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL	RL.9- 10.2. RL.9- 10.3.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	RL.9- 10.2. RL.9- 10.3.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  Grades 9–10 Reading Standards for Literature [RL]

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.
CONCEPT /		examine and convey complex ideas, concepts, and information clearly and accurately through the
CONCEPT / SKILL	<b>10.2.</b> W.9-	examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  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
INDICATOR	W.9- 10.2.a.	examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  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.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
INDICATOR	W.9- 10.2.a. W.9- 10.2.b.	examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  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.  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  INDICATOR	W.9- 10.2.a. W.9- 10.2.b. W.9- 10.2.d.	examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  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.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Provide a concluding statement or section that follows from and supports the information or explanation presented

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

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

### $\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

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
		Froduction 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.
CONCEPT/		Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CONCEPT / SKILL  STANDARD / CONCEPT /	12.4. W.PK-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT /	W.PK- 12.5. W.PK- 12.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL	W.PK- 12.5. W.PK- 12.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology to produce and publish writing and to interact and collaborate with others.
CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	W.PK- 12.5. W.PK- 12.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing
CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / CONCEPT /	W.PK-12.6.  W.PK-12.6.  W.PK-12.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge
CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS / FOCUS / SKILL	W.PK-12.6.  W.PK-12.6.  W.PK-12.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

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 / RL.9- Determine a theme or central idea of a text and analyze in detail its CONCEPT / 10.2. including how it emerges and is shaped and refined by specific details.	development over the course of the text
SKILL	
STANDARD / RL.9- Analyze how complex characters (e.g., those with multiple or conflict text, interact with other characters, and advance the plot or developed SKILL	
FOCUS / RL.9-10. Grades 9-10 Reading Standards for Literature [RL] COURSE	
STRAND Craft and Structure	
STANDARD / RL.9- Determine the figurative or connotative meaning(s) of words and phr impact of words with multiple meanings, as well as symbols or meta meaning. (See grades 9–10 Language Standards 4–6 on applying to the standards of the standar	phors that extend throughout a text and shape its
STANDARD / RL.9- Analyze how an author's choices concerning how to structure a text, manipulate time (e.g., pacing, flashbacks) create such effects as myst SKILL	
STANDARD / RL.9- Analyze a case in which a character's point of view and actions sign intellectual ideas of a period or place, drawing on a wide reading of SKILL	
FOCUS / RL.9-10. Grades 9–10 Reading Standards for Literature [RL] COURSE	
STRAND Integration of Knowledge and Ideas	
STANDARD / RL.9- Analyze a critical response to a work or body of literature (e.g., author concept / 10.7. summary of the argument presented and evaluate the strength of the skill	, ,
FOCUS / RL.9-10. Grades 9–10 Reading Standards for Literature [RL] COURSE	
STRAND Range of Reading and Level of Text Complexity	
STANDARD / RL.9- Independently and proficiently read and comprehend literary texts reconcept / 10.10. perspectives and exhibiting complexity appropriate for the grade/conskill.	
FOCUS / RI.9-10. Grades 9–10 Reading Standards for Informational Text [RI] COURSE	
STRAND Integration of Knowledge and Ideas	
STANDARD / RI.9- Analyze seminal documents of historical and literary significance (e. CONCEPT / 10.9. Second Inaugural and Gettysburg Addresses, Roosevelt's Four Free Jail"), including how they address related themes and concepts.	
FOCUS / W.9-10. Grades 9–10 Writing Standards [W] COURSE	
STRAND Text Types and Purposes	
STANDARD / CONCEPT / SKILL W.9- STANDARD / Write informative/explanatory texts (e.g., essays, oral report examine and convey complex ideas, concepts, and informat 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 o 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.

COURSE	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.

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

FOCUS /

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

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

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]
	W.9-10.	Grades 9–10 Writing Standards [W]  Text Types and Purposes
COURSE	W.9-10.	
STRAND STANDARD / CONCEPT /	W.9-	Text Types and Purposes  Write narratives to develop experiences or events using effective literary techniques, well-chosen
STRAND STANDARD / CONCEPT / SKILL	W.9- 10.3.	Text Types and Purposes  Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
STRAND  STANDARD / CONCEPT / SKILL  INDICATOR	W.9- 10.3. W.9- 10.3.a.	Text Types and Purposes  Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.  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.  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
STRAND  STANDARD / CONCEPT / SKILL  INDICATOR	W.9- 10.3.a. W.9- 10.3.b.	Text Types and Purposes  Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.  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.  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STRAND  STANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR	W.9- 10.3.a. W.9- 10.3.b. W.9- 10.3.c.	Text Types and Purposes  Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.  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.  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  Use precise words and phrases, telling details, and figurative and sensory language to describe settings and

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
ST ANDARD / 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
ST ANDARD / 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
STRAND STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Text Types and Purposes  Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
STANDARD / CONCEPT /		Write informative/explanatory texts, including the narration of historical events, scientific
STANDARD / CONCEPT / SKILL	<b>10.2.</b> WCA.9-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.a.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

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

Research to Build and Present Knowledge

STRAND

COURSE	10.	
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]

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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## Massachusetts Curriculum Frameworks Language Arts

Grade 10 - Adopted: 2017

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

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 /	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
STRAND  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.
STANDARD / CONCEPT /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STANDARD / CONCEPT / SKILL FOCUS /	12.10. SL.PK-	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.
STANDARD / CONCEPT / SKILL  FOCUS / COURSE	12.10. SL.PK-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	12.10.  SL.PK- 12.  SL.PK- 12.2.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS /	12.10.  SL.PK- 12.  SL.PK- 12.2.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	12.10.  SL.PK- 12.  SL.PK- 12.2.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  College and Career Readiness Anchor Standards for Language
STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / COURSE	12.10.  SL.PK- 12.  SL.PK- 12.2.  L.PK-12.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  College and Career Readiness Anchor Standards for Language  Vocabulary Acquisition and Use  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

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

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.