



*Mississippi College and Career Readiness Standards for
English Language Arts Scaffolding Document*

Ninth Grade



College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A reader draws inferences from a text based on his/her ability to read and comprehend.
- Because inferences are NOT explicitly stated evidence, a reader must use textual evidence to support/prove his/her inference.
- A reader must consider personal experience to draw conclusions.
- Details within a text contribute to the key ideas of the text.
- Details within a text provide the basis for analysis and comprehension.

**A student should understand
(Conceptual Understanding)**

- Authors include critical and extraneous details.
- In order to thoroughly analyze a text, a reader must be able to identify not only key ideas, but also the details that contribute to those key ideas.
- Authors imply; so, readers must infer.
- The process of annotation is a reader's opportunity to interact with a text by:
 - Identifying unfamiliar words
 - Questioning the author's purpose
 - Predicting what will happen next
 - Identifying potential bias and false information

**A student should be able to do
(Evidence of Knowledge)**

- Annotate a text while reading.
- Make inferences based on textual evidence.
- Distinguish important facts from "extra" details.
- Draw from personal experience.
- Identify strong evidence to support an inference or claim from a text.
- Cite evidence from a text both verbally and with standard citation format (i.e. MLA, APA, Turabian, etc.).

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Cite, evidence, analysis, inference, detail, annotate, support

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CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9.2

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 the text.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The theme of a text is the unifying, recurring idea or truth related in a text.
- Key details within a text typically contribute to the overall theme or central idea.
- Unlike a main idea or topic, theme is larger than the individual characters and events.
- The student should know how to develop an objective summary.

**A student should understand
(Conceptual Understanding)**

- The theme or central idea of a text may change over the course of a text as the author develops:
 - Plot
 - Characters
 - Conflict
 - Setting
- An objective summary is free from bias or personal opinion and must utilize specific details from the text.

**A student should be able to do
(Evidence of Knowledge)**

- Articulate the theme or central idea of a text.
- Trace the development of the theme or central idea by identifying specific details from throughout the text.
- Compose an objective summary of a text (i.e. précis) that includes how the central idea/theme:
 - Emerges
 - Is shaped
 - Is refined by specific details

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Theme, central idea, analyze, detail, development, emerges, refined, précis, objective summary, bias

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CCR.R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9.3

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Authors use DIRECT and INDIRECT characterization to develop characters over the course of a text.
- Characters within a text can be classified as:
 - Static or dynamic
 - Flat or round
- Characters with different motivations are often classified as:
 - Protagonist
 - Antagonist
- Conflict causes the forward movement of the plot (rising action) and, ultimately, the climax.

**A student should understand
(Conceptual Understanding)**

- The interaction between characters provides the conflict that fuels a text's plot.
- Authors intentionally develop some characters more fully than others in order to advance the plot in a certain way (author's purpose).
- Advances in the plot and/or development of the theme can be traced through the decisions, actions, and dialogue of character(s).

**A student should be able to do
(Evidence of Knowledge)**

- Identify complex characters in a text.
- Cite evidence in a text that shows the complexity of a character.
- Identify the motivation(s) of characters within a text, and determine when those motivations are conflicting.
- Explain how complex characters contribute to the theme or central idea of the text as a whole.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Analyze, complex character, motivation, conflict, interact, plot (introduction, rising action, climax, falling action, resolution), theme, direct, indirect, static, dynamic, flat, round, protagonist, antagonist

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CCR.R.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.

RL.9.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Words often have multiple meanings (connotation, denotation, figures of speech).
- Figurative language refers to words/phrases that are not intended to be understood literally:
 - Simile
 - Metaphor
 - Personification
 - Hyperbole
- Tone is the overall attitude toward the theme and audience that is implied in a literary text.
- Poetic devices contribute to the tone of a text:
 - Alliteration
 - Assonance
 - Consonance
 - Onomatopoeia
 - Rhyme
 - Rhythm
 - Repetition

**A student should understand
(Conceptual Understanding)**

- Authors craft texts by specifically selecting words and phrases that contribute not only to the reader’s understanding, but also to the theme or central idea of the text as a whole.
- Over the course of a text, an author’s word choices can establish:
 - Formal vs informal tone
 - Sense of time and place
 - Potential bias
- Authors intentionally use sound devices (i.e. alliteration, assonance, consonance, etc.), rhyme, rhythm, and repetition to develop tone.
- The cumulative impact of word choice directly relates to the tone and theme of the text.

**A student should be able to do
(Evidence of Knowledge)**

- Define unfamiliar and/or critical words within a text through context “clues.”
- Translate figurative language into concrete language.
- List multiple meanings of a word or phrase and identify the author’s intended meaning based on connotation.
- Identify the tone of a text.
- Explain how an author’s word choice and/or use of figurative or connotative meaning contribute to the meaning and tone of a specific text.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Connotation, denotation, figurative meaning/language, simile, metaphor, personification, hyperbole, tone, theme, alliteration, assonance, consonance, onomatopoeia, rhyme, rhythm, repetition, formal and informal tone, bias, cumulative impact, context

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CCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9.5

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A text is divided into structural segments (i.e. stanzas, chapters, scenes, etc.)
- Plot refers to the elemental structure of a text and the progression of events from beginning to end.
 - Introduction/ Exposition
 - Rising Action/ Complications
 - Climax
 - Falling Action
 - Resolution/ Denouement
- A student should be familiar with the terms mystery, tension, and surprise, as well as the nuances of meaning between them.

**A student should understand
(Conceptual Understanding)**

- Authors hold ultimate control over the structure of a text (i.e. plot, time, etc.); therefore, an author's manipulation of structure is intentional.
- Parallel plots can exist within the same text, and those plots often relate to or provide contrast to one another (i.e. the love story between Romeo and Juliet paired with the subplot of the feud between the Montagues and Capulets).
- Manipulation of time contributes to the overall tone and mood of a text:
 - Flashback
 - Flash-forward
 - Beginning in medias res
 - Foreshadowing
 - Pacing

**A student should be able to do
(Evidence of Knowledge)**

- Identify elements of plot within a text.
- Explain the relationship between the main plot and sub-plot(s).
- Identify manipulations of time within a text.
- Analyze how an author's choices (plot structure, order of events, manipulation of time, etc.) create dramatic effects such as mystery, tension, or surprise.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Structure, plot (introduction, exposition, rising action, complications, climax, falling action, resolution, denouement), mystery, tension, surprise, flashback, flash-forward, beginning in medias res, foreshadowing, pacing, dramatic effect, manipulation

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CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.

RL.9.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- An author's point of view or cultural experience influences his/her treatment of a topic or issue.
- Cultures share common literary traditions (archetypes, foundational documents, written laws, etc.).

**A student should understand
(Conceptual Understanding)**

- Cultural experience refers to a specific incident or interaction within a culture.
- Many cultures use mythology to explain common experiences:
 - Creation
 - Geography/ topography
 - Weather
 - Plants and animals

**A student should be able to do
(Evidence of Knowledge)**

- Identify and explain the point of view or cultural experience reflected in a literary text.
- Examine and explain the relationship between two or more pieces of world literature in terms of point of view or cultural experience.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Point of view, cultural experience, archetype, foundational document, mythology

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CCR.R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Artistic mediums can include (but are not limited to):
 - Film
 - Drama
 - Drawing
 - Painting
 - Sculpture
 - Song
 - Poetry

**A student should understand
(Conceptual Understanding)**

- Artists and authors choose what information to include, exclude, and emphasize based on their specific purpose.
- Theme or central idea can be present in all artistic mediums.

**A student should be able to do
(Evidence of Knowledge)**

- Identify the theme or central idea of a work of art.
- Compare and contrast the treatment of a subject or key scene in two or more artistic representations.
- Explain how the author’s/artist’s emphasis OR exclusion of detail(s) contributes to the overall meaning or theme of the piece.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Representation, subject, key scene, artistic medium, emphasized, excluded, treatment, theme, central idea

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CCR.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL.9.8

(Not applicable to literature)

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

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**A student should understand
(Conceptual Understanding)**

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**A student should be able to do
(Evidence of Knowledge)**

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KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

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CCR.R.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.

RL.9.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Author's and artists often draw from source material such as previously written texts, plays, songs, etc., to create something new (allusion, allegory, parody, parable, etc.)

**A student should understand
(Conceptual Understanding)**

- A primary text is an authentic, first-hand account; conversely, source material refers to a text that is referenced in a later work.
- Authors use techniques such as allusion, allegory, and parody to draw from and transform source material.
 - Allusion is an explicit or implied reference to an external event, person, or text.
 - Allegory is an extended metaphor or symbolic treatment of a complex concept.
 - Parody is a "spoof" or humorous re-interpretation of an event, person, or text.

**A student should be able to do
(Evidence of Knowledge)**

- Compare and contrast the treatment of a topic or theme in two or more texts/mediums.
- Identify and explain allusions, allegorical elements, parodies, etc. within a text.
- Write an analysis of how an author uses/transforms source material within a specific work.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Source material, draw(s) on, transform, theme, topic, subject, allusion, allegory, parody, parable, metaphor, simile

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CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

RL.9.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should be able to recognize in a literary text:
 - Key ideas and details
 - Structural elements
 - Intentional choices made by the author (word choice, figurative/connotative meaning, etc.)

**A student should understand
(Conceptual Understanding)**

- Students should be able to comprehend and analyze:
 - Key ideas and details
 - Structural elements
 - Intentional choices made by the author (word choice, figurative/connotative meaning, etc.)

**A student should be able to do
(Evidence of Knowledge)**

- Read and demonstrate comprehension of texts of increasing complexity.
- Read and demonstrate comprehension of high-end grade-level appropriate literature with scaffolding as needed.
- Set personal reading goals to self-select and explore texts of different genres and increasing complexity

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Comprehend, proficiently, scaffolding, key ideas, details, structural elements, grade-level appropriate

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CCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A reader draws inferences from a text based on his/her ability to read and comprehend.
- Because inferences are NOT explicitly stated evidence, a reader must use textual evidence to support/prove his/her inference.
- Understand denotation and connotation
- Details within a text contribute to the key ideas of the text.
- Details within a text provide the basis for analysis and comprehension.

**A student should understand
(Conceptual Understanding)**

- Authors include critical and extraneous details.
- In order to thoroughly analyze a text, a reader must be able to identify not only key ideas, but also the details that contribute to those key ideas.
- The process of annotation is a reader's opportunity to interact with a text by:
 - Identifying unfamiliar words
 - Questioning the author's purpose
 - Predicting what will happen next
 - Identifying potential bias and false information

**A student should be able to do
(Evidence of Knowledge)**

- Annotate a text while reading.
- Analyze relevant denotative, connotative, and figurative language
- Analyze text clues that affect meaning
- Make inferences based on textual evidence.
- Distinguish important facts from "extra" details.
- Identify strong evidence to support an inference or claim from a text.
- Cite evidence from a text both verbally and with standard citation format (i.e. MLA, APA, Turabian, etc.).

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Cite, evidence, analysis, inference, detail, annotate, support

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CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9.2

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 the text.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The central idea (or main idea) of an informational text is the recurring, specific concept on which the text focuses.
- Key details within a text contribute to the central idea.
- Fact and opinion are types of details found in informational texts. Students must be able to distinguish between the two.

**A student should understand
(Conceptual Understanding)**

- Informational texts often follow predictable patterns or outlines. Reverse outlining may be helpful in determining the central idea and identifying the specific detail that support it.
- An objective summary is free from bias or personal opinion and must utilize specific details from the text.

**A student should be able to do
(Evidence of Knowledge)**

- Articulate the central idea of a text.
- Trace the development of the central idea by identifying specific details from throughout the text.
- Compose an objective summary of a text (i.e. précis) that includes how the central idea:
 - Emerges
 - Is shaped
 - Is refined by specific details

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Theme, central idea, analyze, detail, development, emerges, refined, précis, objective summary, bias

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CCR.R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9.3

Analyze how the 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 connections that are drawn between them.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Key details contribute to the overall central idea of a text.
- Authors intentionally sequence information to accomplish a specific purpose.
- Within a text, authors create intentional connections between key points through transitions, references, etc.
- Authors use text structures (i.e. cause and effect, problem and solution, procedures, etc.) to achieve the desired goal for writing.

**A student should understand
(Conceptual Understanding)**

- Authors determine the sequence of information that most effectively accomplishes their purpose, or goal, in writing.
- An author may choose to omit information that does not support or lead to his/her desired conclusion.
- The evidence and/or details provided in a text are directly related to the purpose of the text. For example, a scientific journal requires much more factual, detailed information than a personal diary.

**A student should be able to do
(Evidence of Knowledge)**

- Outline the analysis or series of ideas or events presented in a text.
- Distinguish between important facts (based on the author's purpose for writing) and extraneous information.
- Identify the organizational structure used in a text, and evaluate how effectively that structure accomplishes the purpose for writing.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Analysis, series, connections, evidence, details, sequence, purpose

College- and Career-Readiness Standards for English Language Arts

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CCR.R.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.

RI.9.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Words often have multiple meanings (connotation, denotation, figures of speech).
- Figurative language refers to words/phrases that are not intended to be understood literally:
 - Simile
 - Metaphor
 - Personification
 - Hyperbole
- Technical meaning refers to the words (or jargon) specific to a discipline or skill.
- Tone is the overall attitude toward the theme and audience that is implied in a literary text.

**A student should understand
(Conceptual Understanding)**

- Authors craft texts by specifically selecting words and phrases that contribute not only to the reader’s understanding, but also to the central idea of the text as a whole.
- Over the course of a text, an author’s word choices can establish:
 - Formal vs informal tone
 - Sense of time and place
 - Potential bias
- Authors of informational texts use specific words and phrases to effectively “target” the intended audience (i.e. using specific, technical words in a textbook).

**A student should be able to do
(Evidence of Knowledge)**

- Define unfamiliar and/or critical words within a text through context “clues.”
- List multiple meanings of a word or phrase and identify the author’s intended meaning based on textual clues.
- Identify the tone of a text.
- Explain how an author’s word choice and/or use of figurative or connotative meaning contribute cumulatively to the meaning and tone of a specific text.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Connotation, denotation, figurative meaning/language, tone, formal and informal tone, bias, cumulative impact, context, jargon, technical meaning

College- and Career-Readiness Standards for English Language Arts

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CCR.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A text is divided into structural segments (i.e. sentence, paragraph, section, etc.)
- An author's claim is the position he/she takes in regards to a given topic.
- Informational texts can be presented as:
 - Letters
 - Journals and diaries
 - Speeches
 - Essays
 - Procedures

**A student should understand
(Conceptual Understanding)**

- Authors use specific text structures to organize ideas and claims :
 - Sequential Order
 - Chronological Order
 - Procedural Order
 - Cause and Effect
 - Problem and Solution
 - Spatial Order
 - Order of Importance
 - Description
- The structural segments of a text (i.e. sentences, paragraphs, etc.) develop and refine the larger text structure and the overall aim of the text.

**A student should be able to do
(Evidence of Knowledge)**

- Identify and explain the structural patterns within a text.
 - Sentence structure
 - Organization patterns
 - Syntax
 - Diction
- Analyze and explain how an author's ideas or claim are developed and refined by individual sections of the text.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Developed, refined, claims, structural segments, sequential order, chronological order, procedural order, cause and effect, problem and solution, spatial order, order of importance, description, syntax, diction

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CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.

RI.9.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- An argument or claim is often backed with reasoned, logical evidence.
- Authors write from a specific point of view with a specific purpose in mind.

**A student should understand
(Conceptual Understanding)**

- Rhetoric refers to writing or speech that is intentionally persuasive.
- Rhetoric can be reasoned and logical, or it can appeal to emotions (i.e. propaganda techniques).
- Authors may employ rhetorical techniques to advance their point of view:
 - Appeals to emotion
 - Appeals to intelligence
 - Appeals to authority
 - Exaggeration
 - Logical fallacies

**A student should be able to do
(Evidence of Knowledge)**

- Identify the author's point of view or purpose in a text.
- Identify and evaluate the author's use of rhetoric and how that rhetoric advances or detracts from the point of view or purpose.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Argument, claim, rhetoric, purpose, point of view

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CCR.R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Literary nonfiction can be presented in various mediums, such as:
 - Text/print
 - Photographs
 - Illustrations
 - Film
 - Audio recording

**A student should understand
(Conceptual Understanding)**

- In presenting accounts of the same subject in different medium, writers/producers/etc. make choices as to which details to emphasize, marginalize, or exclude.
- When evaluating which details are emphasized, the reader must carefully consider the purpose for writing/presenting (i.e. to inform, to entertain, to persuade)

**A student should be able to do
(Evidence of Knowledge)**

- Compare and contrast a subject presented in two or more mediums.
- Identify what information is emphasized, marginalized, or excluded, and explain how those choices contribute to the overall function of the text.
- Analyze print, non-print, and digital text for relevant details that are emphasized in an informational text and that contribute to meaning.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Multimedia, details, emphasized, marginalized

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CCR.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.9.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- An argument is a reasoned, evidence-based position on a debatable topic.
- A claim is a specific detail or piece of evidence provided to support an argument.
- A logical fallacy is an error of reasoning.
- Rhetoric is the art of effective and persuasive use of language.

**A student should understand
(Conceptual Understanding)**

- An effective argument depends upon valid reasoning and relevant, sufficient evidence.
- False statements and fallacious reasoning (reasoning contrary to fact) weaken even the most appealing argument.
- Authors use rhetoric (both positive and negative) to further advance an argument.

**A student should be able to do
(Evidence of Knowledge)**

- Identify the primary argument of a text.
- Trace the specific claims that support the argument.
- Assess the reasoning and evidence provided to support a claim and/or argument.
- Distinguish between valid reasoning and fallacious reasoning.
- Analyze an author's implicit and explicit assumptions/beliefs about a subject.
- Evaluate the credibility of an author's argument by analyzing the manipulation of language.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Delineate, evaluate, argument, claims, valid, relevant, sufficient, false statements, fallacious reasoning, rhetoric

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CCR.R.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.

RI.9.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Unlike central ideas, themes express broader truths about life and/or human nature that go beyond a specific time, place, and circumstance.
- Influential, historical U.S. documents often deal with similar themes and concepts.

**A student should understand
(Conceptual Understanding)**

- Although these seminal documents deal with related themes and concepts, the treatment of those themes and concepts depends a great deal on the perspective and purpose of the author.
- Readers must evaluate seminal historical texts critically, paying particular attention to historical context, potential bias, and author’s purpose.

**A student should be able to do
(Evidence of Knowledge)**

- Analyze U.S. documents of historical and literary significance in terms of literary merit (diction, syntax, word choice, rhetoric, etc.).
- Evaluate how historically significant documents address related themes and concepts.
- Compare, contrast, and analyze the treatment of themes, concepts, and rhetorical devices in seminal U.S. documents.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Seminal, significance, related themes and concepts, rhetoric, context, bias, purpose

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CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

RI.9.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should be able to identify in a literary nonfiction text:
 - Key ideas and details
 - Structural elements
 - Intentional choices made by the author (word choice, figurative/connotative meaning, etc.)

**A student should understand
(Conceptual Understanding)**

- Students should be able to comprehend and analyze:
 - Key ideas and details
 - Structural elements
 - Intentional choices made by the author (word choice, figurative/connotative meaning, etc.)

**A student should be able to do
(Evidence of Knowledge)**

- Read and demonstrate comprehension of grade-level appropriate literature.
- Read and demonstrate comprehension of high-end grade-level appropriate literature with scaffolding as needed.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Comprehend, proficiently, scaffolding, key ideas, details, structural elements, grade-level appropriate

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.9.1a

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A claim is a specific opinion or viewpoint expressed by a writer.
- A counterclaim is an opinion or viewpoint that is different from that of the writer.
- Reasons and evidence are provided to support a claim.
- Related ideas are grouped to support the author's purpose.

**A student should understand
(Conceptual Understanding)**

- An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.
- Arguments are used to:
 - Change the reader's point of view
 - Bring about some action on the reader's part
 - Ask the reader to accept the writer's evaluation of a topic
- A claim takes a specific stance concerning a topic.
- Opposing viewpoints exist for every argument.
- A strong argument acknowledges and disproves counterclaims.
- Organizational structure must reflect the author's purpose showing a relationship between and among ideas.

**A student should be able to do
(Evidence of Knowledge)**

- Choose a stance from which to argue and gather information.
- Write precise controlling idea, thesis or claim(s) in response to a specific topic.
- Identify alternate or opposing claims and state those claims within writing.
- Supply reasoned evidence to disprove/discredit opposing claims (counterclaims).
- Organize ideas to show the relationship between claim(s), counterclaims, reasons, and evidence.

College- and Career-Readiness Standards for English Language Arts

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Argument, precise, claim, counterclaim, organization, reasons, evidence, substantiate, support, acknowledge

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.9.1b

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A claim is a specific opinion or viewpoint.
- A counterclaim is an opinion or viewpoint that is different from that of the writer.
- Reasons and evidence are provided to support and develop a claim.
- Task and audience should inform the decisions of the writer concerning what information to include in an argument.
- Bias, intentional favoring one claim over another, can weaken a writer's stance.

**A student should understand
(Conceptual Understanding)**

- Argumentative writing is not simple persuasion; instead, an argument should give the audience adequate, reliable information about both claims and counterclaims to promote informed decision making.
- Providing strengths and limitations of both claims and counterclaims strengthens the validity of the argument.
- The background knowledge and potential concerns of the audience should inform the writer's decisions.

**A student should be able to do
(Evidence of Knowledge)**

- Write a reasoned, unbiased explanation of both claim(s) and counterclaim(s).
- Identify and discuss the strengths and limitations of both claims and counterclaims refuting opposing positions fairly.
- Anticipate the audience's knowledge level and provide adequate background.
- Anticipate and address the audience's concerns.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Claim, counterclaim, supply, anticipate, knowledge level, concerns

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.9.1c

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Words are used to connect ideas and clarify relationships within a text:
 - Transition words
 - Coordinating Conjunctions
 - Correlative Conjunctions
 - Conjunctive Adverbs
- Phrases are used to connect ideas and clarify relationships within a text:
 - Prepositional Phrases
 - Verbal Phrases (Gerund, Participial, and Infinitive)
- Clauses are used to connect ideas and clarify relationships within a text:
 - Subordinate Clauses
 - Noun Clauses
 - Adjective Clauses
 - Adverb Clauses

**A student should understand
(Conceptual Understanding)**

- Words, phrases, and clauses can:
 - strengthen the connection between the major sections of a text.
 - make a text more unified, or cohesive.
 - clarify the relationship between elements of a text.
- Reasons are provided to support claim(s).
- Evidence is provided to support reason(s) through:
 - examples
 - statistics

**A student should be able to do
(Evidence of Knowledge)**

- Manipulate language and integrate ideas effectively.
- Use parallel structure.
- Use consistent style, tone, voice, and mood.
- Write sentences that use words, phrases, and clauses to link major sections of a text to promote cohesion.
- Write sentences that use words, phrases, and clauses to clarify the relationships between:
 - Claim(s) and reasons
 - Reason(s) and evidence
 - Claim(s) and counterclaims

College- and Career-Readiness Standards for English Language Arts

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Connect, phrase, clause, clarify, relationship, reasons, evidence, claims, counterclaims

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.9.1d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Formal style is different from everyday discourse.
- Formal, objective writing is usually written from the third-person point of view.
- Writers use different techniques depending upon the intended audience, subject, and purpose.
- When quoting a text, citations are included in the written text.
- Plagiarism is the act of using another's work or ideas with providing proper credit.

**A student should understand
(Conceptual Understanding)**

- Each discipline (i.e. mathematics, science, etc) has specific norms and conventions for writing, including (but not limited to):
 - Headings
 - Subheadings
 - Numbered Lists
 - Charts/Graphs
 - Illustrations
 - Maps
- An objective tone presents information without bias or prejudice, with both claims and counterclaims being discussed and evaluated.
- There is a standard format for citations.
- Appropriately citing others' work prevents plagiarism.

**A student should be able to do
(Evidence of Knowledge)**

- Identify discipline-specific norms and conventions within a document.
- Write a discipline-specific document that demonstrates use of formal style and objective tone.
- Integrate quotations and citations in a written text.
- Incorporate appropriate quotations, paraphrasing, and summarizations of source material.
- Use print or digital references to clarify correct vocabulary usage.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Establish, maintain, formal style, objective tone, norms, conventions, discipline

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.9.1e

Provide a concluding statement or section that follows from and supports the argument presented.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A conclusion gives closure to an argument by:
 - Restating the thesis/main idea.
 - Providing a call to action.
 - Expressing a final thought or opinion.
 - Publishing can occur via print, non-print, and digital format
- The publishing phase of the writing process can occur in print, non-print, and digital formats.

**A student should understand
(Conceptual Understanding)**

- The conclusion must provide a logical ending and sense of closure to an argument.

**A student should be able to do
(Evidence of Knowledge)**

- Write a concluding statement or paragraph that supports the argument presented.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Conclusion, follows from, supports

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Informative/expository writing focuses on one topic and develops it fully.
- Ideas, concepts, and supporting information are connected.
- Organizational structure helps to clarify and connect complex ideas, concepts, and information.

**A student should understand
(Conceptual Understanding)**

- Authors intentionally use text structures (e.g., compare/contrast, cause and effect, procedure) to show connections and distinctions within complex texts.
- Purposeful use of text features (e.g., headings, figures, tables, pictures, and multimedia) can help a reader better comprehend complex information.

**A student should be able to do
(Evidence of Knowledge)**

- Write an introductory sentence and/or paragraph that presents the topic, central idea, or concept.
- Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources.
- Utilize formatting (e.g., headings), graphics, and multimedia to aid in comprehension.
- Evaluate information for relevancy.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Claim, counterclaim, supply, anticipate, knowledge level, concerns

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2b

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Relevant, sufficient facts are necessary to develop a topic.
- Quotations should be punctuated properly depending upon their use in a sentence.
- Writers choose supporting information that is appropriate to the audience's knowledge of a topic.
- Writers paraphrase and summarize source materials appropriately in written text.

**A student should understand
(Conceptual Understanding)**

- Writers develop ideas and concepts through text structure, rhetorical patterns, appropriate strategies and supporting evidence.
- A topic can be supported with a variety of types of supporting information:
 - Facts
 - Extended definitions
 - Concrete details
 - Quotations
 - Examples
 - Other appropriate information
- Citations are necessary when integrating quotations from source material.

**A student should be able to do
(Evidence of Knowledge)**

- Distinguish between relevant and irrelevant facts that help develop the topic.
- Write a paragraph that uses at least one type of supporting information.
- Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence
- Integrate quotations and citations appropriately into written text.
- Evaluate the audience's prior knowledge of the topic.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Claim, counterclaim, supply, anticipate, knowledge level, concerns

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2c

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Authors use transition words to signal a change from one idea to the next.
- Transitions are needed to connect ideas within sentences, within paragraphs, and between paragraphs.

**A student should understand
(Conceptual Understanding)**

- Signal words and transitional phrases can be used to connect major sections of a text.
- Coordinating and correlative conjunctions, along with conjunctive adverbs can serve as transitions within and between sentences.

**A student should be able to do
(Evidence of Knowledge)**

- Use appropriate and varied transitions to link paragraphs within a text.
- Use appropriate and varied transitions to create cohesion within a text.
- Use appropriate and varied transitions to clarify relationships among complex ideas and concepts.
- Use a wide range of academic and domain-specific vocabulary

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Transition, cohesion, clarify, complex ideas and concepts

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2d

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

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Precise language and domain-specific vocabulary are used to inform about and explain complex topics.
- Literal words are true to their defined meaning. Figurative language exaggerate or alters usual meaning or literal interpretation.

**A student should understand
(Conceptual Understanding)**

- Precise and domain-specific vocabulary gives the reader more detailed information about topics that may be difficult to understand.
- Figurative language departs from literal meaning to achieve special effect or meaning.

**A student should be able to do
(Evidence of Knowledge)**

- Identify precise and domain-specific vocabulary within a text.
- Use precise and domain-specific vocabulary to write about a complex topic.
- Demonstrate an appropriate use of figurative language and understanding of nuances of meanings of words

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Precise, domain-specific vocabulary, complexity

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Formal style is different from everyday discourse.
- Formal, objective writing is usually written from the third-person point of view.
- Writers use different techniques depending upon the intended audience and subject.
- The author controls the tone of a written work.

**A student should understand
(Conceptual Understanding)**

- Each discipline (i.e. mathematics, science, etc) has specific norms and conventions for writing, including (but not limited to):
 - Headings
 - Subheadings
 - Numbered Lists
 - Charts/Graphs
 - Illustrations
 - Maps
- An objective tone presents information without bias or prejudice, with both claims and counterclaims being discussed and evaluated.
- Citations are necessary with quotations, paraphrases, and summarizations of source material are used in written text.

**A student should be able to do
(Evidence of Knowledge)**

- Identify discipline-specific norms and conventions within a document.
- Write a discipline-specific document that demonstrates use of formal style and objective tone.
- Use a standard format appropriately for citations.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Establish, maintain, formal style, objective tone, norms, conventions, discipline

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2f

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).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A concluding statement or sections should logically support the information in the rest of the text.
- A conclusion should provide closure for the information or explanation that has already been presented.

**A student should understand
(Conceptual Understanding)**

- In an informative/explanatory text, a concluding statement or section can:
 - Articulate implications
 - Point out significance.

**A student should be able to do
(Evidence of Knowledge)**

- Determine what type of conclusion is effective and supportive based on the information or explanation provided.
- Write a conclusion that follows from and supports the information or explanation presented.
- Write a concluding statement or section that articulates the implications of an issue/topic.
- Write a concluding statement or section that points out the significance of an issue/topic.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Conclusion, articulate, implication, significance

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3a

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 a smooth progression of experiences or events.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- A writer chooses the point of view from which to write based on the task, audience, and purpose.
 - 1st Person
 - 2nd Person
 - 3rd Person (limited, omniscient)
- A narrator (1st or 3rd person) relates the events of a narrative.
- A writer uses organizational structure to develop ideas and support the writing purpose.

**A student should understand
(Conceptual Understanding)**

- The introduction of a text should:
 - engage/orient the reader
 - introduce the problem, situation, or observation
 - introduce a narrator and/or characters
- Point of view can change over the course of a text.
- Experiences and/or events in a text should progress smoothly and logically.

**A student should be able to do
(Evidence of Knowledge)**

- Write an introduction for a narrative (real or imagined) that:
 - is engaging
 - sets out a problem, situation, or observation
 - establishes point of view
 - introduces a narrator and/or characters
 - progresses smoothly and logically from one event to the next

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Imagined narrative, engage, orient, point of view, narrator, characters, progression, sequence

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3b	Desired Student Performance		
<p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Narrative writers use a variety of techniques to develop the plot. • Plot typically follows a predictable pattern: <ul style="list-style-type: none"> ○ introduction ○ rising action ○ climax ○ falling action ○ resolution • Writers use direct and indirect characterization to develop characters. • A writer's voice is the author's individual writing style incorporating syntax, diction, punctuation, character development, dialogue, etc. 	<p>A student should understand (Conceptual Understanding)</p> <ul style="list-style-type: none"> • Narrative techniques include: <ul style="list-style-type: none"> ○ dialogue ○ pacing ○ description ○ reflection ○ multiple plot lines • A variety of techniques should be used to effectively develop the plot and characters. • Voice is used to maintain the character or narrator. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Write a real or imagined narrative focuses on one narrative technique at a time: <ul style="list-style-type: none"> ○ dialogue ○ pacing ○ description ○ reflection ○ multiple plot lines • Write a real or imagined narrative that incorporates a variety of narrative techniques. • Develop and sustain an authentic voice that maintains the character or narrator.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Narrative, dialogue, pacing, description, reflection, multiple plot lines, direct characterization, indirect characterization

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Because narratives relay events with time as the deep structure, they are often written in chronological/sequential order.
- Writers sometimes manipulate time to develop a coherent story.

**A student should understand
(Conceptual Understanding)**

- A variety of techniques can be used to manipulate time in a narrative:
 - flashback
 - flashforward
 - dreams
 - memories
- Events should build on one another to create a well-organized, logical sequence.
- Transitions show that events build on one another.

**A student should be able to do
(Evidence of Knowledge)**

- Use a variety of techniques to logically sequence and connect events.
- Write a narrative using a variety of transitions to develop a coherent sequence of events.
- Demonstrate understanding and application of appropriate usage to address audience, task, and purpose.
- Use and punctuate dialogue and dialect appropriately.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Sequence, chronological, manipulate, flashback, flashforward, coherent, logical, transitions

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Writers choose words that are PRECISE, relaying exactly what is meant.
- Details should be relevant and specific to the task.
- Imagery is created through the use of sensory language and vivid vocabulary.

**A student should understand
(Conceptual Understanding)**

- The development of characters, setting, and events relies on an author's intentional use of:
 - Vivid language
 - Precise and purposeful words
 - Specific details
 - Sensory language
- Through incorporating a variety of sensory details, an author can appeal to a reader's senses in multiples ways:
 - Visual imagery
 - Auditory imagery
 - Olfactory imagery
 - kinesthetic imagery
 - gustatory imagery

**A student should be able to do
(Evidence of Knowledge)**

- Identify an author's use of precise words, specific details, figurative and sensory language.
- Evaluate the effect of precise words, specific details, and sensory language on a text.
- Utilize a variety of techniques to convey a vivid picture of experiences, events, setting, and/or characters in a narrative.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Precise, sensory, vivid, imagery, visual, auditory, olfactory, kinesthetic, gustatory

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- The conclusion provides a logical resolution to the events of the narrative.
- A conclusion should support the overall theme/focus of the narrative.

**A student should understand
(Conceptual Understanding)**

- Often in the narrative mode, writers use reflection to conclude a writing.
- Through reflection, writers are able to convey experience, observations, and resolutions.

**A student should be able to do
(Evidence of Knowledge)**

- Develop a conclusion that reflects on what is experienced, observed, or resolved in a narrative.
- Write a narrative that provides a reflective conclusion that follows from and supports what is experiences, observed, and resolved.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Conclusion, reflection, resolution

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9.4	Desired Student Performance		
<p>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.)</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Task, audience, and purpose should inform a writer’s decisions. • Style is an individual writer’s pattern of writing (diction, syntax, word choice, sentence patterns, etc.) 	<p>A student should understand (Conceptual Understanding)</p> <ul style="list-style-type: none"> • Writing is organized in various ways depending upon task, audience, and purpose: <ul style="list-style-type: none"> ○ Sequence/ chronological ○ Cause and Effect ○ Problem and Solution ○ Compare and Contrast ○ Spatial ○ Order of Importance ○ Description • Academic writing is free from slang, abbreviations, texting language, etc. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Analyze a writing prompt to identify: <ul style="list-style-type: none"> ○ task ○ audience ○ purpose • Select an organization structure that is appropriate to task, audience, and purpose. • Produce clear and coherent writing with fully-developed ideas, organization, and style that are appropriate to the task, audience, and purpose.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD
 Coherent, development, organization, style, sequence, chronological, cause and effect, problem and solution, compare and contrast, spatial, order of importance, description

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9.5

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Writers must plan, revise, edit, rewrite, and sometimes try a new approach.
- Writers must identify the audience and purpose of writing in order to determine the appropriate response.

**A student should understand
(Conceptual Understanding)**

- Successful writers rarely produce a polished text in one writing session. Rather, a process of planning, writing, rereading, revising, and editing is used to ensure that the finished product is appropriate, complete, and free of errors.
- Conventions of standard English grammar should be utilized to strengthen writing.
- Planning, editing, and revising should take into consideration the audience and purpose.
- Acceptable style and tone vary from audience to audience.

**A student should be able to do
(Evidence of Knowledge)**

- Identify the audience and purpose for writing, along with any expectations concerning style and tone.
- Identify if/when writing requires planning, revising, editing, rewriting, or a new approach.
- Develop and strengthen writing by engaging in the writing process.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Planning, revising, editing, rewriting, new approach, significant, audience, purpose

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9.6

Use technology, including the Internet, 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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Basic keyboarding and computing skills are necessary for mastery of this standard.
- All texts, including those published online, must utilize appropriate citations.

**A student should understand
(Conceptual Understanding)**

- In addition to print publishing, technology can be used to produce and publish writing.
- Information and sources can be linked through hyperlinks and embedded objects to produce dynamic and flexible products.
- Technology offers a variety of platforms for collaboration and shared work:
 - blogs
 - podcasts
 - Prezis
 - wikis
 - websites
 - discussion boards
 -

**A student should be able to do
(Evidence of Knowledge)**

- Use technology (i.e. the internet) to produce, revise, edit, and publish writing.
- Use technology to interact and collaborate with peers.
- Demonstrate use of technology to update individual and shared writing.
- Use technology to link appropriate sources of information.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Produce, publish, update, shared writing, link, hyperlink, blog, podcast. Prezi, wiki, website, discussion board, cite

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.9.7

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Not all sources are reliable, and a researcher must be able to distinguish credible sources from sources that are not credible or reliable.
- Sources used in research must be cited in the appropriate format (MLA, APA, Turabian, etc.).

**A student should understand
(Conceptual Understanding)**

- A research topic or question can be altered based on the information available
 - Narrowed if too much information is available
 - Broadened if too little information is available
- Successful writers “weave” a variety of research materials into a text to provide a thorough discussion of the topic.
- Writers share findings/conclusions in an appropriate format and evaluate the product and the process in an ethical manner

**A student should be able to do
(Evidence of Knowledge)**

- Generate and refine research questions.
- Evaluate the credibility of sources.
- Conduct short and more sustained research to answer a question or solve a problem.
- Routinely incorporate (or synthesize) cited material, quotations, inferences, and other support into research writing.
- Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Research, self-generated question, narrow/broaden inquiry, synthesize, investigation

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9.8	Desired Student Performance		
<p>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.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Not all sources (print/digital/multimedia) are accurate or reliable. • Information is accessed through online search engines, databases, encyclopedias, libraries, etc. • To plagiarize is to use another person's words or ideas as one's own. • Textual evidence (sources) must be documented in the appropriate style and citation format (MLA, APA, Turabian, etc.) 	<p>A student should understand (Conceptual Understanding)</p> <ul style="list-style-type: none"> • Footnotes and endnotes can be used in citing evidence, based on the appropriate style guide. • Multiple sources increase the reliability of one's research. • Sources be evaluated based on their usefulness in answering the research question. • Information must be integrated selectively and intentionally to maintain the flow of ideas: <ul style="list-style-type: none"> ○ lead-ins ○ indirect quotations ○ block quotes 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Evaluate and choose multiple research sources based on relevancy and reliability. • Avoid plagiarism by correctly quoting and citing sources. • Follow a standard citation formation (MLA, APA, Turabian, etc.) based on the subject under investigation.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD
 Relevant, authoritative, print and digital sources, advanced search, integrate, flow of ideas, plagiarism, standard format (MLA, APA, etc.), textual evidence, documented, footnotes, endnotes, reliability, lead-ins, direct quotes, indirect quotes, block quotes

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9.9a

Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Writing requires substantiation (text evidence) from literary or informational texts.
- Textual evidence can provide support for analysis, reflection, and research.

**A student should understand
(Conceptual Understanding)**

- Analysis depends on the writer’s interpretation of textual evidence.
- During reflection, a writer must evaluate his/her conclusion(s)/claim(s) based on the evidence provided.
- If a writer’s conclusion(s)/claim(s) is/are found to be unsound, revision is necessary.
- Research is a synthesis of text-based evidence from a variety of sources.

**A student should be able to do
(Evidence of Knowledge)**

- Incorporate textual evidence from literary and/or informational sources when writing.
- Evaluate a writer’s conclusion(s)/claim(s) based on textual evidence.
- Correctly incorporate textual evidence in research writing.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Substantiation, text evidence, analysis, reflection, research, literary source, informational source

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.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.

W.9.9b

Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Writers provide textual evidence to support claims.
- Information is accessed through online search engines, databases, encyclopedias, libraries, etc.
- To plagiarize is to use another person’s words or ideas as one’s own.

**A student should understand
(Conceptual Understanding)**

- Successful writers do not write to a specified page length. Rather, successful writers write until the task is complete.
- Careful revision is part of the writing process that can take an extended amount of time.
- Footnotes and endnotes can be used in citing evidence, based on the appropriate style guide.
- Multiple sources increase the reliability of one’s research.
- Sources be evaluated based on their usefulness in answering the research question.

**A student should be able to do
(Evidence of Knowledge)**

- Incorporate textual evidence from literary and/or informational sources when writing.
- Evaluate a writer’s conclusion(s)/claim(s) based on textual evidence.
- Correctly incorporate textual evidence in research writing.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Research, evidence, reflection, analysis

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.W.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.

W.9.10

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.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Writing is conducted for a specific purpose.
- Depending on the purpose and task, writing will require varying amounts of time.

**A student should understand
(Conceptual Understanding)**

- Successful writers do not write to a specified page length. Rather, successful writers write until the task is complete.
- Careful revision is part of the writing process that can take an extended amount of time.

**A student should be able to do
(Evidence of Knowledge)**

- Writing is conducted for a specific purpose.
- Write daily for a variety of purposes.
- Write over extended time frames:
 - research
 - reflection
 - revision
- Write for short time frames:
 - one class period
 - an extended writing block
 - two or more class periods

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Routinely, extended, task, audience, purpose, revision

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.SL.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.

SL.9.1a	Desired Student Performance		
<p>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.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Students need to understand when it is appropriate to speak and when to listen. • Students need to know how to read a text independently and pick out evidence from a text that is relevant to the discussion. • Students need to know how to reference texts in a discussion with their peers. 	<p>A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> • There is an appropriate time to speak and listen. • Not all material is unbiased. • It is important to contribute to class discussions prepared rather than simply relying on their opinion on a topic. • Organizational structure must be appropriate for purpose. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Support their claims verbally with evidence from texts. • Contribute to discussion using claims that are based on their independent research rather than simply on opinion. • Evaluate the quality of information presented by their peers in a discussion. • Analyze the reasoning in their statements and those of their peers. • Make claims free of fallacies. • Identify fallacies in claims.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD
Prepared, researched, study, explicitly, refer, evidence, text, topic, issue, thoughtful, well-reasoned

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.SL.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.

<u>SL.9.1b</u>	Desired Student Performance		
<p>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.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Civil discussion means polite discussions where everyone gets a voice and all opinions are heard. • Democratic means everyone is equal. • Following protocol is important when working with small or whole groups accomplish a goal. • Individual goals are important. • Students should know to be respectful of alternate or opposing viewpoints in a class or group discussion. • Students should know that an informal consensus could be a show of hands or roll call vote. 	<p>A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> • Setting and tracking goals is necessary when working with peers. • Setting and meeting deadlines is essential to achieve certain goals when working with peers or individually. • Listening to their peers is essential in collaboration. • Collaboration is a norm in a college or workplace setting. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Track their progress (through a chart or other form of self-evaluation) when meeting deadlines and following protocol for collegial discussions and decision-making. • Set/write individual goals for themselves to help achieve group goals. • Understand their role in a group and how that role fits into the goal of the group. • Present alternative views on a topic.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Civil, democratic, discussion, goals, deadlines, roles

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.SL.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.

SL.9.1c	Desired Student Performance		
<p>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.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Purposeful asking of questions contributes to a discussion in a productive way. • Students should know to speak when it is their turn to speak and not to interrupt others. • Students should know how to stay on topic when having class discussions. • Students should know how to appropriately disagree or challenge an idea made by a member of the class in a respectful way. 	<p>A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> • How to posing meaningful questions when having a class/group discussion • How the current discussion fits into the larger theme of the unit of instruction or a larger topic/universal theme • How to listen and hear from others in a discussion setting • How to acquire clarification when discussing a topic • Collaboration is a norm in a college or workplace setting. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Contribute to a discussion and stay on topic. • Extend conversation by asking questions that are relevant and thought-provoking. • Ask for clarification of an idea or conclusion when in a discussion setting. • Verify their own claims and those of others. • Challenge ideas and conclusions of others with backup and evidence from their reading/research. • Hold other group members accountable for backing up their ideas and claims. • Engage less vocal students into the conversation.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD
Propel, conversations, discussions, themes, ideas, clarify, justify, challenge, conclusion, claims, incorporate

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.SL.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.

SL.9.1d	Desired Student Performance		
<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Students should know how most topics will have different sides or perspectives. • Students should know what a summary is and how to summarize the main points of an argument • Students should know how to justify their own views with evidence from a text. • Students should know how to justify their own views with logical reasoning not just feelings. • Students should know what logical reasoning is. 	<p>A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> • Students should understand they are to take an active role in discussions rather than being a passive listener. • Students should understand the importance of hearing diverse perspectives before they decide on a stance. • Students should understand that most topics are not simple, black- and-white issues, that there are multiple viewpoints to consider, which makes listening to all sides important. • Students should understand they will have to work with peers in a college or workplace setting. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Summarize what a speaker's message. • Determine whether a speaker uses logical reasoning or fallacious reasoning. • Determine whether what a speaker says is relevant to the argument or not. • Justify their personal reasoning logically and free of fallacies. • Integrate new knowledge from discussion and personal ideas to connect and make adjustments as needed. • Understand and use appropriate professional persuasive techniques and conflict-resolution skills • Qualify or set boundaries for their beliefs and reasoning.

College- and Career-Readiness Standards for English Language Arts

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Diverse, perspective, summarize, agreement, disagreement, warranted, qualify, verify, challenge, reasoning, claim, viewpoints, logical, fallacy

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.SL.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know how that media means a form of communication, which can include things like written texts, videos, newspapers, online sources.
- Students should know that information can be presented in various forms besides just written text such as charts, graphics, audio, and art.
- Students should know quantitatively means that the information can be measured.
- Students should know orally means spoken.
- Students should know how to determine if a speaker's reasoning and claims are sound or not.
- Students should understand

**A student should understand
(Developing Understanding)**

- Students should understand what a reliable source is and what makes it a reliable source.
- Students should understand how to find valid and credible sources for a given topic.
- Students should understand that not all sources are valid or credible.
- Students should understand where to find credible and valid sources.
- Students should understand that finding credible and valid sources is important for research in college and in the workplace.

**A student should be able to do
(Evidence of Knowledge)**

- Synthesize information from different sources, recognized similarities and differences.
- Evaluate the validity of sources.
- Identify information in sources that is false.
- Identify information in sources that may be biased.
- Check the validity of statements they believe to be false.

College- and Career-Readiness Standards for English Language Arts

	<p>credible and valid sources are those that use reliable data and are free from bias.</p>		
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD Integrate, multiple sources, format, diverse media, visually, quantitatively, orally, credibility, accuracy, evaluate, bias, valid, validity</p>			

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9.3	Desired Student Performance		
<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> Students should know point of view means the perspective from which something is told. Students should know reasoning is a speaker's use of logic. Good reasoning should be based on facts and free of fallacies. Students should know rhetoric deals with speaking and the way a speaker uses language to achieve a purpose. Students should know a fallacy is something that is false or misleading. Students should know if information presented is relevant to a discussion or not. Students should know that <i>exaggerated</i> means presenting information in a way to make it 	<p>A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> Students should understand what fallacies are and some common logical fallacies: slippery slope, straw man, etc. Students should understand what the speaker's point of view is and if his/her point of view might lead him/her to be biased. Students should understand that being able to discern whether a speaker is biased or not is important in college and in the workplace. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> Evaluate if what a speaker says is valid and true. Identify fallacies in a speaker's reasoning. Verify if what a speaker says is true or not.

College- and Career-Readiness Standards for English Language Arts

	<p>appear better or worse than it is.</p> <ul style="list-style-type: none"> Students should understand that distorted information is information that is false or misrepresented in some way. 		
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD Integrate, multiple sources, format, diverse media, visually, quantitatively, orally, credibility, accuracy, evaluate, bias, valid, validity</p>			

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know what research for a presentation entails.
- Students should know how to synthesize information from different sources into one product.
- Students should know *concisely* means to shorten information without changing the meaning.
- Students should know different organizational structures and how to use them to achieve a purpose – i.e. cause/effect, process, chronological, problem/solution.
- Students should know what their purpose, audience, and task are for a presentation.

**A student should understand
(Developing Understanding)**

- Students should understand the importance of providing information appropriate to a specific audience, purpose, and task.
- Students should understand how to adjust their presentation for information to fit a specific audience.
- Students should understand how to transition from presenting information as writer to presenting information as a speaker.
- Students should understand that they will have to present information orally in college and in many careers.
- Students should understand good public speaking requires not only speaking loud enough

**A student should be able to do
(Evidence of Knowledge)**

- Write an outline for their presentation.
- Synthesize information from multiple sources, organizing that information in a way that is easy for listeners to follow.
- Adjust their style of delivery to be appropriate for their audience.
- Use PowerPoint, Prezi, websites, and other digital media and sources to present information to an audience.
- Students should be able to judge what information is appropriate for the task and what information is extraneous when preparing a presentation,.
- Support the information they present with sources that are

College- and Career-Readiness Standards for English Language Arts

		<p>for all to hear but also using tone and inflection in delivery to help achieve a purpose.</p> <ul style="list-style-type: none"> • Students should understand that good presentations and public speaking requires preparation and practice. 	<p>reputable and valid.</p> <ul style="list-style-type: none"> • Cite those sources in a presentation in an appropriate way. By saying, "According to. . ." of having a bibliography/works cited when needed. • Deliver a presentation in a clear voice, speaking loud enough for all to hear. • Add tone and inflection to their voice in a presentation to help achieve their purpose. • Practice their presentations before delivering them.
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KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Present, clearly, concisely, logically, organization, line of reasoning, development, substance, style, appropriate, task, purpose, audience, tone, inflection, orally, voice

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know how what various multimedia are – PowerPoint, Prezi, etc. and how to find other forms of digital media – videos, graphs, etc.
- Students should know the same process of outlining, organizing, and deliver apply for researching information to be used digitally.
- Students should know how to find information that is appropriate for their topic and presentation.

**A student should understand
(Developing Understanding)**

- Students should understand that the use of digital media in a presentation should be used to support their purpose and/or claim or to provide background information.
- Students should understand the use of digital media is not simply to make a presentation “look good” but it should add to or support the information in the presentation.
- Students should understand that in our world of technology, being able to incorporate digital media into a presentation is not only essential for college readiness but also a marketable job skill.

**A student should be able to do
(Evidence of Knowledge)**

- Use textual evidence from reputable sources in a presentation and cite those sources.
- Locate or make their own graphs and charts to present information in a visual way.
- Locate and use audio and video clips in a presentation (such as PowerPoint, Prezi, etc.) and cite the source of those clips.
- Present information in a way (either through PowerPoint, Prezi or other forms of media) that allows the viewers to explore the information at their own pace.
- Find digital media that is reputable and valid and use that media to enhance their presentation rather than to

College- and Career-Readiness Standards for English Language Arts

			<p>simply make it visually pleasing.</p> <ul style="list-style-type: none"> • Select digital media that is appropriate for the task and the audience.
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD</p> <p>Strategic, digital media, textual, graphical, audio, visual, interactive elements, presentations, enhance, understanding of findings, reasoning, evidence, add interest, cite, evidence, sources, reputable, valid</p>			

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.9.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know that formal English is that which is used in business and academics settings.
- Students should know that formal English is free from slang, contractions or abbreviations, instant messaging use of words or spellings, idioms, and other colloquialisms.
- Students should know 'context' is the text surrounds a word or passage; surrounding conditions
- Students should know that their given task will determine the purpose of their speech and presentation.

**A student should understand
(Developing Understanding)**

- Students should understand the need to adapt their speech to suit a specific audience or topic.
- Students should understand that formal English is used in college classrooms and in most work environments.
- Students should understand the importance of using formal English so that one presents oneself in a professional manner.

**A student should be able to do
(Evidence of Knowledge)**

- Use formal English when making presentations.
- Use formal English in writing including any written aspect of a presentation.
- Use different styles of speech to adapt to different audiences.
- Adapt speech, word choice, and delivery depending on the purpose of the task – for example, using persuasive appeals when trying to convince an audience versus using facts and data when trying to inform.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Adapt, formal English, contexts, tasks, demonstrate, appropriate, audience, professional

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9.1a

Use parallel structure.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know parts of speech – i.e. noun, pronoun, verb, adjective, adverb, conjunctions, prepositions, interjections.
- Students should know sentence parts – subjects, verbs, direct objects, predicate adjectives, indirect objects.
- Students should know different types of phrases – i.e. prepositional, participial, noun, verb, adjective, adverb, infinitive, and gerund.
- Students should know rules for comma usage to separate items in a series.

**A student should understand
(Developing Understanding)**

- Student should understand when using items in a series, all of the items need to be the same form – i.e. all nouns, verbs, adjectives, adverbs, prepositional phrases, infinitives, gerunds, participles, etc.
- Students should understand that correlative conjunctions (either/or, neither/ nor, not only/but also, whether/or, but/also) join two parallel parts.
- Students should understand that sentences within a passage can also have parallel structure for emphasis.

**A student should be able to do
(Evidence of Knowledge)**

- Use correct parallel structure in items in a series.
- Identify errors in parallel structure.
- Demonstrate correct use of parallel structure in their writing.
- Use correct parallel structure when speaking.
- Analyze the purpose of parallel structure (compare or contrast) and choose the correct conjunction for that purpose.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Demonstrate, parallel structure

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9.1b

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students need to know what phrases are and the different types - noun, verb, adjectival, adverbial, participial, prepositional, and absolute.
- Students need to know that clauses contain a subject and a verb.
- Students need to know different types of clauses - independent, dependent; noun, relative, adverbial.
- Students should know sentence parts – subjects, verbs, direct objects, predicate adjectives, indirect objects.
- Students need to know sentence types – simple, compound, complex, compound-complex.

**A student should understand
(Developing Understanding)**

- Students should understand that good writing contains a variety of sentence structure.
- Students should understand that phrases and clauses can function as parts of a sentence just like a single word.
- Student should understand that writers use sentence variety to achieve a purpose.

**A student should be able to do
(Evidence of Knowledge)**

- Recognize a variety of phrases and clauses in a selection.
- Evaluate how the use of different phrases and clauses contributes to the effectiveness of the selection.
- Evaluate a writer’s use of different phrases and clauses to achieve a purpose.
- Use a variety of phrases and clauses in their own writing.
- Justify their choice of using different phrases and clauses.
- Revise their writing to improve their variety of sentence structure.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Use, convey, add variety and interest

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know what independent clauses are.
- Students should know the difference between independent and dependent clauses.
- Students should know that a comma and a coordinating conjunction (for, and, nor, but or, yet, so) can separate two independent clauses.
- Students should know that semicolons can also separate two independent clauses.
- Students should know a variety of conjunctive adverbs. For example, however, likewise, next, nonetheless, consequently, etc.

**A student should understand
(Developing Understanding)**

- Students should understand that a semicolon rather than a comma and coordinating conjunction can join two independent clauses in a more concise way.
- Students should understand that conjunctive adverbs show different relationships between the two independent clauses – cause and effect, comparison, contrast, and sequence.

**A student should be able to do
(Evidence of Knowledge)**

- Evaluate the best use of a comma and coordinating conjunction or a semicolon to join two independent clauses.
- choose an appropriate conjunctive adverb to demonstrate the relationship between the two independent clauses.
- Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Use, convey, add variety and interest

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2b

Use a colon to introduce a list or quotation.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know what an independent clause is.
- Students should know multiple uses of a colon – in expression of time and after a salutation in a business letter.
- Students should know direct quotations require the use of quotation marks and commas.

**A student should understand
(Developing Understanding)**

- Students should understand that a colon can be used to set off a list if the clause before the colon is independent (can stand alone).
- Students should understand that a colon can introduce a quotation if the statement before the quotation is an independent clause.

**A student should be able to do
(Evidence of Knowledge)**

- Use a colon to set off a list in their own writing. Students should be able to evaluate whether or not they use a colon or not when writing a list.
- Write direct quotations using a colon.
- Evaluate whether to set off a direct quotation with a comma or a colon.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Introduce, list, conventions, evaluate

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2c

Spell correctly.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know Latin prefixes and suffixes: *ab, abs, ad, bi, circum, com, con, contra, de, ex, in, inter, intra, per, pro, re, retro, semi, sub, super, trans.*
- Students should be able to spell common easily confused words.
- Students should know the plural of a word is formed by adding -s or -es.
- Students should know the plural form of words that end with the letters, *s, x, z, ch, sh.*
- Students should know how to form the plural of nouns that end in a consonant and y.
- Students should know how to form the plural of nouns that end in a vowel and y.
- Students should know how to form the plural of nouns that end in - f or- fe.
- Students should know how to form the plural of nouns that end in 0.

**A student should understand
(Developing Understanding)**

- Students should understand that spelling correctly is part of good writing.
- Students should understand that good word choice enhances writing and makes it more enjoyable to read.
- Students should understand that contractions are not used in formal writing.

**A student should be able to do
(Evidence of Knowledge)**

- Correctly spell grade appropriate words.
- Recognize misspellings when editing their writing and the writing of their peers.
- Apply the rules of spelling to unfamiliar words.
- Determine the meaning of unfamiliar words based on context.
- Use print, digital, and internalized knowledge resources to support correct spelling.

College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> Students should be able to correctly spell and use different homophones. For example: <i>hear, here, there, their, they're, etc.</i> 		
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD Spell, demonstrate, evaluate, prefix, suffix, homophones</p>			

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.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.

<p>L.9.3a</p> <p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	Desired Student Performance		
	<p style="text-align: center;">A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> Students should understand the use of margins for their document. Students should understand a works cited page is a list of sources. 	<p style="text-align: center;">A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> Students should understand there are different style manuals used for different subject matters. Students should understand how to refer to a style manual in order to format a paper. Students should understand that proper documentation helps the reader to understand from where the information presented comes. Students need to understand the difference between scholarly and non-scholarly sources. 	<p style="text-align: center;">A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> Evaluate if a source is valid and scholarly. Cite sources correctly in parenthetical citations and on a works cited page. Correctly use a style manual for the type of paper written or that which is designated by the instructor.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD
Write, edit, knowledge, language, context, meaning, style, comprehend, reading, listening

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.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.

L.9.4a	Desired Student Performance		
<p>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.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Students should know parts of speech – i.e. noun, pronoun, verb, adjective, adverb, conjunctions, prepositions, interjections. • Students should know sentence parts – subjects, verbs, direct objects, predicate adjectives, indirect objects. • Students should be able to read texts on grade-level and determine the main idea of a text. • Students should have knowledge of Greek prefixes and suffixes to help determine meaning of unknown words. 	<p>A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> • Students should understand that context is anything that surrounds a text – history, culture, subject matter, etc., as well as the other words in the text. • Students should understand that author’s use word choice to suit their purpose – to inform, to persuade, to tell a story, etc. • Students should understand different sentence patterns and use that knowledge to determine the part of speech of the unknown word. • Students should understand that words have multiple meanings. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Determine what part of speech the unknown word or phrase is in the context of the sentence/paragraph. • Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning. • Apply knowledge to Greek prefixes and suffixes to help determine meaning of unknown word(s) or phrase(s). • Retain knowledge of new word(s) or phrase(s) and use it in their own writing.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Determine, clarify, context, phrase, prefix, suffix, retain

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.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.

L.9.4b	Desired Student Performance		
<p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Students should know parts of speech – i.e. noun, pronoun, verb, adjective, adverb, conjunctions, prepositions, interjections. • Students should know that prefixes such as be-, de- or en- and suffixes -ify, -ize, -ate, or -en often indicate a word is a verb. • Students should know that suffixes such as -er, -ice, -ness, -sion, -ance, -ment, -hood, -dom, -cy, -ist, -ty, and -ship indicate a word is a noun. • Students should know that suffixes such as -ful, -eous, -y, -ish, -ble, -ial, -ent, -less, -ng, -ly, -ar, and -ive indicate a word is an adjective. • Students should know that 	<p>A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> • Students should understand words have roots that do not change meaning regardless of the prefix or suffix. • Students should understand how to form the different parts of speech of a word by changing its prefix and suffix. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Determine which part of speech a word needs to be in the context of a sentence or passage. • Use the correct form of a word in their writing. • Determine the meaning of unknown words based on their knowledge of root words and prefixes and suffixes. • Determine the meaning of unknown words in grade-level texts based on the context of the word in the sentence or passage.

College- and Career-Readiness Standards for English Language Arts

	<p>suffixes such as –ly, -wise, and -wards indicate a word is an adverb.</p>		
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD Determine, context, prefix, suffix, use</p>			

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.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.

L.9.4c	Desired Student Performance		
<p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Students should know that dictionaries (print and digital) are used to find word meanings, parts of speech, and pronunciations. • Students should know that glossaries are located in the back of texts and are used to define words based on the context of the text. • Students should know parts of speech – i.e. noun, pronoun, verb, adjective, adverb, conjunctions, prepositions, interjections. • Students should know that thesauruses (print and digital) are used to find synonyms and antonyms. • Students should know synonyms are words that have the same or closely the same meaning. • Students should know that antonyms are words that have 	<p>A student should understand (Developing Understanding)</p> <ul style="list-style-type: none"> • Students should understand words have different meanings based on the context in which they are used. • Students should understand that dictionaries, glossaries, and thesauruses will give the root word and often give alternative forms of a word to use for different parts of speech. • Students should understand that words have prefixes and suffixes that can change the meaning and/or part of speech of a word. • Students should understand that dictionaries, glossaries, and thesauruses are arranged alphabetically. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Use print and digital dictionaries. • Use print and digital glossaries. • Use print and digital thesauruses. • Determine which meaning best fits with the context of the word. • Look up a word’s part of speech and use appropriately in a sentence. • Locate a word’s pronunciation and pronounce it correctly.

College- and Career-Readiness Standards for English Language Arts

	opposite meanings.		
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD Determine, context, prefix, suffix, use, dictionary, glossary, thesaurus, evaluate, pronunciation, synonym, antonym, print, digital, part of speech</p>			

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.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.

L.9.4d

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).

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know how to look up word or phrase meanings in a dictionary.
- Students should know how to infer word or phrase meaning based on context clues.
- Students should know that preliminary means first.

**A student should understand
(Developing Understanding)**

- Students should understand words have different meanings.
- Students should understand that word or phrase meanings can change based on context.
- Students should understand that words have roots, prefixes, and suffixes that can help determine meaning.
- Students should understand that words can have different forms for different parts of speech.

**A student should be able to do
(Evidence of Knowledge)**

- Make a preliminary determination of the meaning of a word or phrase based on the word or phrase's context within the text.
- Use a dictionary to look up word meanings.
- Evaluate how close their preliminary meaning was to the true meaning of the word or phrase.
- Evaluate words with multiple meanings and use it appropriately in the context of the word or phrase.
- Use the new word or phrase correctly and appropriately in their own writing, changing a word's form as needed.

College- and Career-Readiness Standards for English Language Arts

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Determine, context, prefix, suffix, use, dictionary, preliminary, infer, phrase

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9.5a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know that euphemisms are words or phrases that are inoffensive or kinder. They replace words or phrases that can be offensive, harsh, or hurtful.
- Students should know that an oxymoron uses contradictory words placed together for emphasis.
- Students should know that idioms are expressions that do not mean what they literally say.
- Students should know other forms of figurative language such as metaphors, similes, and hyperboles can be used as figures of speech.
- Students should know nuances are slight differences in meaning and that words phrases have different nuances based on their context.

**A student should understand
(Developing Understanding)**

- Students should understand that writers use figures of speech to achieve a specific effect.
- Students should understand that writers use metaphors and similes as figures of speech to make comparisons.
- Students should understand that writers use hyperboles as figures of speech to emphasis a point.
- Students should understand that writers use euphemisms to soften a point.
- Students should understand that writers may use an oxymoron to show a juxtaposition of words or ideas or to show a paradoxical event. On a deeper level, may use writers use an oxymoron to

**A student should be able to do
(Evidence of Knowledge)**

- Recognize a figure of speech and explain its effect on the piece of writing.
- Distinguish between overused figures of speech and original figures of speech.
- Evaluate the use of a figure of speech in a piece of writing and evaluated whether the figure of speech achieves the author’s purpose.
- Enhance personal writing by correctly using original figures of speech to help achieve the purpose of their writing.

College- and Career-Readiness Standards for English Language Arts

		<p>make readers think and take notice of the situation being described.</p> <ul style="list-style-type: none"> • Students should understand idioms are used in everyday life and are not meant to be literal. 	
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD Figurative language, word relationships, nuances, figures of speech, euphemism, oxymoron, idiom, metaphor, simile, hyperbole, distinguish, overused, juxtaposition, contradictory, expression, evaluate</p>			

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9.5b

Analyze nuances in the meaning of words with similar denotations.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know nuances are slight differences in meaning.
- Students should know that *denotation* means the dictionary definition of a word.
- Students should know that many words have more than one meaning.
- Students should understand that connotation is the feeling or emotion that is associated with a word.
- Students should understand that words can have similar denotations but different connotations – i.e. eager and anxious.

**A student should understand
(Developing Understanding)**

- Students should understand that nuances in language add a rich complexity to language, helping writers not only be more specific but also to convey more emotions and meanings in their writing.
- Students should understand that good writers use less traditional meanings or connotations of words to help achieve their purpose and add variety to language.

**A student should be able to do
(Evidence of Knowledge)**

- Use context clues to determine the denotation and connotation of a word as it is used in its context.
- Determine the difference between two (or more) words with similar denotations by the context in which the word(s) is used.
- Justify the author's word choice based on the purpose of the writing.
- Choose words for their own writing that help convey their purpose and meaning.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

Figurative language, word relationships, nuances, word meanings, denotation, connotation, determine, convey

College- and Career-Readiness Standards for English Language Arts

Ninth Grade

CCR.L.6: Acquire and use accurately 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 when considering a word or phrase important to comprehension or expression.

L.9.6

Acquire and use accurately 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 when considering a word or phrase important to comprehension or expression.

Desired Student Performance

**A student should know
(Prerequisite Knowledge)**

- Students should know grade appropriate words and vocabulary.
- Students should know that domain-specific means words that are specific to a certain topic.
- When reading, writing, speaking, students should know how to correctly use grade appropriate words.
- Students should know how to use context clues to determine meaning for unfamiliar words.
- Students should know how to use text and electronic sources to locate word meanings.

**A student should understand
(Developing Understanding)**

- Students should understand that they should be able to determine a word's meaning in reading, writing, speaking, or listening by using their knowledge of language and contexts clues.
- Students should understand that they will be expected to use and know age appropriate and task appropriate words in reading, speaking, and listening in college and in the workplace.
- Students should understand the importance of expanding their general vocabulary.

**A student should be able to do
(Evidence of Knowledge)**

- Determine the meaning of words using context clues.
- Locate the meanings of unknown words in dictionaries or through online dictionaries.
- Use new words correctly.
- Incorporate new words into their vocabulary and be able to use them independently and appropriately.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD

academic words, domain-specific words and phrases, sufficient, reading, writing, speaking, listening, college and career readiness level, demonstrate, independence, vocabulary, comprehension, expression