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Grade 9

correlated to the

Oklahoma Academic Standards
English Language Arts
Grade 9

Standard	Descriptor	Citations
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.		
Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.		
1	Apply knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	**SE/TE:** 14, 9-18, 34, 35, 36a, 57-60, 62, 90, 95, 108, 117, 121, 124, 127, 133, 134, 137, 139, 140a, 145, 148, 149, 149, 150a, 171, 174, 175, 176a, 177-180, 183, 186, 197, 200, 201, 203, 204, 207, 212, 216, 218, 223, 231, 234, 236, 247, 253, 261, 263, 268, 284, 286, 289, 342, 349, 351, 352, 353, 354a, 365-368, 374, 378, 380, 386, 393, 400, 407, 415, 417, 439, 442, 443, 444a, R48, R49, R51
2.	Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	**SE/TE:** 31, 139, 171, 299, 337, R48
3.	Expand vocabulary through wide reading, listening, and discussing.	**SE/TE:** 2, 37, 41, 46, 79, 83, 91, 97, 102, 109, 112, 118, 134, 142, 148, 153, 157, 162, 165, 175, 182, 211, 237, 258, 275, 286, 290, 295, 301, 306, 309, 319, 326, 341, 355, 359, 364, 376, 389, 412, 422, 426, 434, 442, 446, R48-R53
4.	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	**SE/TE:** 19, 70, 79, 131, 171, 315, 323, 349, 400, 419, 439, R48, R52
5.	Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	**SE/TE:** 14, 34, 35, 36, 36a, 90, 94, 108, 117, 133, 134, 137, 138, 140a, 148, 149, 150, 150a, 174, 175, 176a, 183, 186, 197, 200, 201, 203, 204, 206, 207, 212, 216, 218, 223, 227, 231, 234, 236, 247, 252, 253, 261, 263, 265, 268, 284, 286, 289, 342, 351, 352, 353, 354, 354a, 374, 378, 380, 386, 393, 407, 415, 417, 418, 442, 443, 444,

Standard	Descriptor	Citations
		444a, R48, R49, R51
Standard 2: Comprehension - The student will interact with the words to construct an appropriate meaning.		
1.	Literal Understanding	
1.a	Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.	**SE/TE:** 25-28, 55, 56, 57, 59, 60, 63, 64, 65, 67, 68, 69, 72a, 73, 74, 75, 76, 77, 77, 80a, 85-90, 113-120, 141, 142, 143, 144, 146a, 163, 164, 166, 167, 168, 169, 172a, 325, 326, 327, 328, 330, 332, 333, 334, 335, 421, 422, 423, 424, 425, 426, 427, 428, 429 **TE/Close Reader:** 432a-432g
1.b	Draw upon own background to provide connections to text.	**SE/TE:** 11, 27, 32b, 33, 47, 55, 73, 81, 89, 103, 123, 151, 307, 363, 402b, 421, 433
1.c	Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.	**SE/TE:** 23, 25, 128, 150a, 164, 184, 216, 260, 271, 286, 328, 353, 354a, 383, 441, R67 **TE/Close Reader:** 20-22, 32d-32e, 30-36, 96c-96g, 150c-150e, 354c-354e, 432c-432e
1.d	Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.	**SE/TE:** 25-28, 55-68, 69, 72a, 73-76, 77, 80a, 85-90, 113-120, 141-143, 144, 146a, 163-168, 169, 172a, 325-334, 335, 421-428, 429 **TE/Close Reader:** 432a-432g
1.e	Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts	**SE/TE:** R71
2	Inferences and Interpretation	
2.a	Analyze characteristics of text, including its structure, word choice, and intended audience.	**SE/TE:** 17, 36b, 77, 90, 179, 183, 185, 297, 354a, 365, 420a, 421
2.b	Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	**SE/TE:** 3-6, 22, 23, 25, 26a, 27, 28, 123, 124, 125, 126, 141, 142, 143, 166, 168, 169, 307, 308, 325, 327, 328, 329, 330, 333, 334, 335, 338a, 421, 422, 423, 424, 426, 427, 428, 429, 432a, 433-436
2.c	Recognize influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).	**SE/TE:** 4, 20, 21, 22, 23, 24, 26a, 32, 34, 35, 54a, 83, 88, 150a, 176a, 229, 263, 284, 286, 316a, 434

Standard	Descriptor	Citations
3	Summary and Generalization	
3.a	Identify the main idea and supporting details by producing summaries of text.	**SE/TE:** 11, 12, 13, 14, 15, 17, 18, 20a, 33, 35, 36, 36a, 94, 105, 106, 109,110, 111, 118, 119, 120, 122a, 138, 174, 176, 206, 214, 227, 252, 265, 278, 280, 287, 288, 294, 298, 300a, 339, 340, 341, 343, 344, 345, 347, 348, 350a, 352, 354, 354a, 384, 395, 399, 414, 418, 444
3.b	Use text features and elements to support inferences and generalizations about information.	**SE/TE:** 105, 119, 135, 326, 328, 334, 335, 347, 338a, 350a **TE/Close Reader:** 114, 432d, 116, 432e
3.c	Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	**SE/TE:** 3-8, 21-24, 25, 26a, 47-51, 88a, 113-120, 163-168, 172a, 325-334, 335, 338a, 421-428, 429 **TE/Close Reader:** 10b-10g, 432b-432g
4	Analysis and Evaluation	
4.a	Discriminate between fact and opinion and fiction and nonfiction.	**SE/TE:** 132a, 146a, 164, 172a, 437, R63
4.b	Recognize deceptive and/or faulty arguments in persuasive texts.	**SE/TE:** 3, 5, 6, 7, 8, 53, 69, 123, 125, 126, 127, 129, 130, 132a, 151, 152, 164, 170, 314, 325, 326, 327, 328, 330, 332, 333, 334, 335, 336, 430, 438, R16–R21
4.c	Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	**SE/TE:** 12, 13, 16-18, 53, 55-57, 59, 60, 63-65, 67-69, 72, 72a, 73, 74, 75, 76, 77, 78, 80a, 89, 90, 91, 92, 93, 94, 96a, 141, 142, 143, 144, 146a, 163, 164, 166, 169, 170, 172a, 183, 184, 186, 189-193, 200-206, 207, 208, 210, 211, 216, 217, 220, 221, 227-229, 232, 233-235, 238, 240, 242, 243-246, 249, 251, 252, 256, 257, 260, 261, 264-269, 272, 275, 279, 280, 285, 288, 289, 292-294, 296-298, 300b, 325-328, 332-336, 340-342, 344, 346-348, 371, 373, 375-378, 381, 382, 384-388, 392, 393, 401-414, 417, 418, 420a, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 432a, 438, 442, 444, 444a
4.d	Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.	**SE/TE:** 289, 292, 293, 295, 296, 297, 300b, 346 **TE/Close Reader:** 10-12, 20d-20e, 42, 120e, 122k
Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.		
1	Literary Genres - Demonstrate knowledge of and an appreciation for various forms of literature.	

Standard	Descriptor	Citations
1.a	Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	**SE/TE: 21, 23, 24, 27, 28, 29,** 34, 35, 149, 150a, 164, 166, 169, 172a, 177, 179, 353, 354a, 442, 443, 444a, 444b, R16-R21 **TE/Close Reader:** 3-8, 10c-10f, 25-28, 57-60, 65, 72b-72e, 91-94, 150d-150e, 282d, 354c-354e
1.b	Analyze the characteristics of subgenres including tragedy, sonnet, epic, lyric, and narrative poetry.	**SE/TE:** 177, 179, 283-288, 365, 367, 371, 373, 35, R66, R67, R72, R74-R75
2	Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	
2.a	Recognize the theme (general observation about life or human nature) within a text.	**SE/TE:** 11, 12, 13, 14, 15, 17, 18, 20a, 33, 35, 36, 36a, 94, 105, 106, 109, 110, 111, 118, 119, 120, 122a, 138, 174, 176, 206, 214, 227, 252, 265, 278, 280, 287, 288, 294, 298, 300a, 339, 340, 341, 343, 344, 345, 347, 348, 350a, 352, 354, 354a, 384, 395, 399, 414, 418, 444
2.b	Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.	**SE/TE:** 289, 292, 293, 295, 296, 297, 297, 300b, 346 **TE/Close Reader:** 10-12, 20d-20e, 42, 120e, 122k
2.c	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.	**SE/TE:** 14, 34, 35, 36, 36a, 90, 94, 108, 117, 133, 134, 137, 138, 140a, 148, 149, 150, 150a, 174, 175, 176a, 183, 186, 197, 200, 201-204, 206, 207, 212, 216, 218, 223, 227, 231, 234, 236, 247, 252, 253, 261, 263, 265, 268, 284, 286, 289, 342, 351-354, 354a, 374, 378, 380, 386, 393, 407, 415, 417, 418, 442, 443, 444, 444a, R48, R49, R51
2.d	Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.	**SE/TE:** 90, 94, 103, 104, 106-115, 117, 119, 120, 122a, 185, 187, 188, 193, 194, 196, 199, 205, 206, 208, 209, 211, 213-215, 217, 219, 222, 227-231, 233, 236- 239, 241, 246, 248-250, 252-255, 258, 259, 262, 265, 267, 269, 270-274, 276, 277, 279, 280, 282a, 288, 291, 294, 298, 348, 350a, 371-377, 379, 381, 383, 390, 391, 394-397, 399, 402, 403, 405, 410, 420a
2.e	Analyze characters and identify author's point of view.	**SE/TE:** 103, 104, 106- 108, 110-113, 115, 116, 117, 119, 122a, 185, 188, 193, 194, 197, 199, 205, 209, 211, 213, 214, 215, 217, 219, 221, 222, 224, 226, 228-231, 233, 236, 237, 238, 239, 241, 246, 248-251, 253-255, 258, 259, 262, 267, 269-274, 276, 277, 279, 282a, 289, 292, 293, 295, 296, 300b, 346, 350a, 371-377, 379, 381, 383, 390, 391, 394-397, 399, 402, 403, 405, 410, 418

Standard	Descriptor	Citations
		TE/Close Reader: 10-12, 20d-20e, 42, 120e, 122k
2.f	Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	**SE/TE:** 20a, 103-107, 110, 112, 113, 114, 115, 150, 187, 255, 256, 279, 291, 297, 300b, 350a, 376, 388, 405, 410, 413, 444, 420a, 425, 428
3	Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work	
3.a	Identify and explain figurative language including metaphor, personification, and simile	**SE/TE:** 21, 26a, 36, 55, 62, 141, 163, 164, 167, 169, 261, 329, 330, 331, 366, 417, 442, 443, 444b, R67, R69, R72
3.b	Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.	**SE/TE:** 36b, 174, 367, R57, R68, R71
3.c	Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.	**SE/TE:** 90, 174, 367, R71
3.d	Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.	**SE/TE:** 21, 26a, 36, 55, 62, 141, 163, 164, 167, 169, 261, 329, 330, 331, 366, 417, 442, 443, 444b, R67, R69, R72
4	Literary Works - The student will read and respond to historically and culturally significant works of literature.	
4.a	Analyze and evaluate works of literature and the historical context in which they were written.	**SE/TE:** 11-16, 12, 15, 18, 89-92, 93, 96a, 133-136, 137, 351-352, 354, 365-368, 371, 373, 375, 376, 377, 378, 381, 382, 384, 385, 386, 387, 388, 392, 393, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 417, 420a
4.b	Analyze and evaluate literature from various cultures to broaden cultural awareness.	**SE/TE:** 12, 15, 18, 89, 91, 93, 96a, 133, 135, 136, 137, 138, 354, 371, 373, 375, 376, 377, 378, 381, 382, 384, 385, 386, 387, 388, 392, 393, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 417, 418, 420a
4.c	Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	**SE/TE:** 3, 27, 32a, 89, 91, 93, 96a, 133, 135, 137, 147-148, 226 **TE/Close Reader:** 10b
Standard 4: Research and Information - The student will conduct research and organize information.		
1	Accessing Information - Select the best source for a given purpose.	
1.a	Access information from a variety of primary and secondary	**SE/TE:** 78, 445–448, R8–R11

Standard	Descriptor	Citations

	sources.	**Digital Collections/Lessons:**
		Conducting Research
		    • Types of Sources
		    • Using the Library for Research
		    • Using the Internet for Research
		Evaluating Sources
		    • Introduction
		    • Evaluating Sources for Usefulness
		    • Evaluating Sources for Reliability

1.b	Skim text for an overall impression and scan text for particular information.	**SE/TE:** R71
1.c	Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order)	**SE/TE:** 25-28, 55, 56, 57, 59, 60, 63, 64, 65, 67, 68, 69, 72a, 73, 74, 75, 76, 77, 77, 80a, 141, 142, 143, 144, 146a, 163, 164, 166, 169, 172a, 325, 326, 327, 328, 330, 332, 333, 334, 335, 421, 422, 423, 424, 425, 426, 427, 428, 429 **TE/Close Reader:** 432a-432g
2	Interpreting Information - The student will analyze and evaluate information from a variety of sources.	
2.a	Summarize, paraphrase, and/or quote relevant information.	**SE/TE:** 36a, 78, 80a, 96a, 152a, 152b, 445-448, R8-R11 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing and Quoting
2.b	Determine the author's viewpoint to evaluate source credibility and reliability.	**SE/TE:** 4, 6, 8, 21, 23, 24, 25, 27, 28, 29, 30, 48, 49, 50, 51, 52, 53, 61, 81, 82, 83, 84, 85, 86, 88a, 151, 152, 152b, 307, 308, 309, 310, 311, 312, 313, 314, 316a, 319, 336, 424, 436, 438, R16–R21
2.c	Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.	**SE/TE:** 36a, 78, 80a, 96a, 152a, 152b, 445-448, R8-R11 **Digital Collections/Lessons:** Conducting Research • Taking Notes Using Textual Evidence

Standard	Descriptor	Citations
		• Synthesizing Information • Writing an Outline
2.d	Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	**SE/TE:** 130, 130, 152a, 359-362, 359-362, R14-R15 **Digital Collections/Lessons:** Analyzing and Evaluating Presentations • Tracing a Speaker's Argument
2.e	Draw conclusions from information gathered.	**SE/TE:** 18, 30, 36, 92, 12,0 130, 138, 150, 152, 314, 336, 348, 354, 389, R61

Writing/Grammar/Usage and Mechanics.   The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process - The student will use the writing process to write coherently.

	Use a writing process to develop and refine composition skills. Students are expected to:	
1		
1.a	use a variety of prewriting strategies such as brainstorming, outlining, freewriting, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.	**SE/TE:** 41-44, 97-100, 153-153, 301-304, 355-358, 445-448 **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience • Planning and Drafting
1.b	determine main idea by evaluating results of prewriting activities to select an appropriate topic.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, **430**, **432a**, 445-448, R4-R5 **Digital Collections/Lessons:** Writing Informative Texts • Introductions and Conclusions
1.c	identify audience and purpose for writing:	
1.c.i.	consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, or share an experience or emotion	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448 **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting
1.c.ii.	understand the characteristics of a specific audience for the writing task.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448

Standard	Descriptor	Citations
		Digital Collections/Lessons: Writing as a Process • Task, Purpose, and Audience • Planning and Drafting
1.d	identify appropriate mode/genre.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448 **Digital Collections/Lessons:** Writing as a Process • Task, Purpose, and Audience • Planning and Drafting
1.e	develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.	**SE/TE:** 153-156, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Narrative Structure
1.f	revise drafts.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448 **Digital Collections/Lessons:** Writing as a Process • Introduction • Task, Purpose, and Audience • Planning and Drafting • Revising and Editing • Trying a New Approach
1.g	edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
1.h	refine selected pieces to publish for general and specific audiences.	**SE/TE:** 37-40, 41-44, 86, 97-100, 152, 152a, 153-156, 157-160, 171, 176, 301-304, 355-358, 445-448 **Digital Collections/Lessons:**

Standard	Descriptor	Citations

		Producing and Publishing with Technology
		   • Introduction
		   • Writing for the Internet
		   • Interacting with Your Online Audience
		   • Using Technology to Collaborate

2	Use elaboration to develop an idea:	
2.a	draft a text with a clear controlling idea or thesis	**SE/TE:** 41-43, 53, 288a, 301-303, 314**,** 430**,** 432a, 445-448, R4-R5 **Digital Collections/Lessons:** Writing Informative Texts • Introductions and Conclusions
2.b	develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting
2.c	apply different methods of support, such as facts, reasons, examples, sensory details.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting
2.d	apply a consistent and appropriate point of view.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Planning and Drafting
3	Demonstrate organization, unity, and coherence by using transitions and sequencing:	
3.a	Read the draft from the intended audience's point of view to evaluate clarity of purpose.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Revising and Editing

Standard	Descriptor	Citations
3.b	Evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
3.c	Evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
3.d	Evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
3.e	Evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
3.f	Evaluate whether sentence structures are varied in type, length, and complexity.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, **430,** 432a, 445-448, R4-R5 **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
4	Editing, Proofreading, and Evaluating:	
4.a	Apply Standard English usage, correct spelling and usage in text. Correct errors in grammatical conventions (e.g., complete sentences, independent and dependent (restrictive/nonrestrictive) clauses, conjunctions for subordination, correlation, and coordination, subject verb agreement, consistent verb tense, pronoun-antecedent relationship, noun and pronoun agreement, use of prepositional phrases, adverbs, and adjectives).	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Revising and Editing

Standard	Descriptor	Citations
4.b	Employ specified proofreading strategies and consults resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations	**SE/TE:** 41-44, 97-100, 153-156, 301-304, 355-358, 445-448, **Digital Collections/Lessons:** Writing as a Process • Revising and Editing
4.c	Use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited. Check against original source for accuracy	**SE/TE:** 8, 355, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Building Effective Support
4.d	Demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.	**SE/TE:** R9, R10-R11 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing and Quoting • Attribution
5	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, **430**, 432a, 445-448, R4-R5 **Digital Collections/Lessons:** Writing Informative Texts • Introductions and Conclusions
6	Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, and respond to classmates' writing).	**SE/TE:** 43, 99, 303, 357, 447
Standard 2	**Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.**	
1	Compose fictional, biographical, or autobiographical narratives or short stories that:	
1.a	create and develop characters including character motivation, gestures, and feelings.	**SE/TE:** 18, 20a, 72, 86, 120, 140a, 153-156, 280, 298, 300a, 418, R6-R7 **Digital Collections/Lessons:** Writing Narratives

Standard	Descriptor	Citations
		• Introductions • Narrative Context • Point of View and Characters • Narrative Structure • Narrative Techniques • The Language of Narrative
1.b	create and develop a plot utilizing the key elements: exposition, rising action, climax, falling action, resolution, and conclusion.	**SE/TE:** 18, 20a, 72, 86, 120, 140a, 153-156, 280, 298, 300a, 418, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Introductions • Narrative Context • Point of View and Characters • Narrative Structure • Narrative Techniques • The Language of Narrative
1.c	create and develop an appropriate point of view.	**SE/TE:** 18, 20a, 72, 86, 120, 140a, 153-156, 280, 298, 300a, 418, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Introductions • Narrative Context • Point of View and Characters • Narrative Structure • Narrative Techniques • The Language of Narrative
1.d	create and develop a setting with a narrative that is relevant to the overall meaning of the work.	**SE/TE:** 18, 20a, 72, 86, 120, 140a, 153-156, 280, 298, 300a, 418, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Introductions

Standard	Descriptor	Citations
		• Narrative Context • Point of View and Characters • Narrative Structure • Narrative Techniques • The Language of Narrative
1.e	use a range of narrative devices such as dialogue, suspense, foreshadowing, characterization, and flashback.	**SE/TE:** 18, 20a, 72, 86, 120, 140a, 153-156, 280, 298, 300a, 418, R6-R7 **Digital Collections/Lessons:** Writing Narratives • Introductions • Narrative Context • Point of View and Characters • Narrative Structure • Narrative Techniques • The Language of Narrative
2	Compose expository text to include research reports that:	
2.a	integrates evidence in support of a thesis including information on all relevant perspectives.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5 **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic
2.b	quotes, summarizes, and paraphrases information and ideas from a variety of primary and secondary sources accurately and coherently.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5 **Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing and Quoting • Attribution
2.c	integrates a variety of suitable, valid reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5 **Digital Collections/Lessons:** Using Textual Evidence • Synthesizing Information

Standard	Descriptor	Citations
2.d	integrates visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5 **Digital Collections/Lessons:** Writing Informative Texts • Using Graphics and Multimedia
2.e	identifies and addresses reader's potential misunderstandings, biases, and expectations.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5 **Digital Collections/Lessons:** Writing as a Process • Task, Purpose and Audience
2.f	uses technical terms and notations accurately.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5
3	Compose persuasive/argumentative compositions that:	
3.a	include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	**SE/TE:** 8, 10a, 97-99, 336, 355-357, 438, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Introduction • What Is a Claim? • Support: Reasons and Evidence
3.b	use exposition, narration, and description to support the main argument.	**SE/TE:** 8, 10a, 97-99, 336, 355-357, 438, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Introduction • What Is a Claim? • Support: Reasons and Evidence
3.c	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	**SE/TE:** 8, 10a, 97-99, 336, 355-357, 438, R2-R3 **Digital Collections/Lessons:** Writing Arguments • Support: Reasons and Evidence • Building Effective Support

Standard	Descriptor	Citations

3.d	effectively address reader's concerns, counterclaims, biases, and expectations	**SE/TE:** 8, 10a, 97-99, 336, 355-357, 438, R2-R3
		
		Digital Collections/Lessons:
		Writing Arguments
		   • What Is a Claim?
		   • Support: Reasons and Evidence
		   • Building Effective Support
		   • Creating a Coherent Argument

4	Compose reflective papers that accomplish one of the purposes:	

4.a	Use a conventional format to write a formal letter, email, or memorandum.	**Digital Collections/Lessons:**
		Writing Informative Texts
		   • Organizing Ideas
		   • Formal Style

4.b	Present information purposefully and in brief to meet the need of the intended audience.	**Digital Collections/Lessons:**
		Writing Informative Texts
		   • Organizing Ideas
		   • Formal Style

4.c	Use appropriate vocabulary and professional writing etiquette (e.g. formal language, appropriate salutation, and closing, etc.).	**Digital Collections/Lessons:**
		Writing Informative Texts
		   • Organizing Ideas
		   • Formal Style

5	Write reflective papers that may address one of the following purposes:	
5.a	Express the individual's insight into conditions or situations, detailing the author's role in the outcome of the event.	**SE/TE:** 280, 354
5.b	Connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.	**SE/TE:** 280, 354
5.c	Complete a self-evaluation on a class performance.	N/A
6	Write responses to literature that:	
6.a	Demonstrate the significant ideas of literary works.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5, R8-R11
6.b	support important ideas and viewpoints through accurate and	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5,

Standard	Descriptor	Citations
	detailed reference to the text or to other works	R8-R11
6.c	Demonstrate awareness of author's style and an appreciation of the effects created.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5, R8-R11
6.d	Identify and assess the impact of ambiguities, nuances, and complexities within the text.	**SE/TE:** 41-43, 53, 288a, 301-303, 314, 430, 432a, 445-448, R4-R5, R8-R11
7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories and reports showing a variety of word choices, or review a favorite book or film.	**SE/TE:** 42, 99, 155, 303, 357, 447, R2-R7 **Digital Collections/Lessons:** Writing Informative Texts • Developing a Topic • Precise Language and Vocabulary Writing Narratives • Narrative Context • Narrative Structure • Narrative Technique
8	Write friendly, formal letters, and emails; continue to produce other writing forms introduced in earlier grades.	**Digital Collections/Lessons:** Writing Informative Texts • Organizing Ideas • Formal Style
9	Use appropriate essay test-taking and time-writing strategies that:	
9.a	budget time for prewriting, drafting, revising, and editing.	N/A
9.b	prioritize the question/prompt.	N/A
9.c	identify the common directives from the prompt (identify command verbs: explain, compare, evaluate, define, and develop, etc.).	N/A
9.d	analyze the question or prompt and determine the appropriate mode of writing.	N/A
9.e	apply appropriate organizational methods to thoroughly address the prompt.	N/A
9.f	evaluate work using editing checklist or rubric if available.	N/A
10	Write documented papers incorporating the techniques of	**SE/TE:** 36a, 78, 80a, 96a, 152a, 152b, 445-448, R8-R11

Standard	Descriptor	Citations
	Modern Language Association (MLA) or similar parenthetical styles.	**Digital Collections/Lessons:** Using Textual Evidence • Summarizing, Paraphrasing, and Quoting
Standard 3: Grammar/Usage and Mechanics.		
1	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.	
1.a	Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	**SE/TE:** R55-R56
1.b	Use correct verb forms and tenses.	**SE/TE:** 82, 104, 308, R33-R34
1.c	Use correct subject-verb agreement.	**SE/TE:** R45, R46, R47
1.d	Use active and passive voice.	**SE/TE:** R34
1.e	Identify and correctly use linking, transitive, and intransitive verbs.	**SE/TE:** R23, R32
1.f	Use nominative, objective, and possessive nouns and pronouns correctly.	**SE/TE:** R22, R29, R54
1.g	Use abstract, concrete, and collective nouns correctly.	**SE/TE:** R22, R47
1.h	Correct pronoun/antecedent agreement and clear pronoun reference.	**SE/TE:** R29-R30
1.i	Correct types, forms, and cases of pronouns	**SE/TE:** 65, 296, 324, R22, R23, R29, R30, R31, R38, R46
1.j	Use correct forms of positive, comparative, and superlative adjectives.	**SE/TE:** R23, R34-R35, R36
2	Mechanics and spelling. Demonstrate appropriate language mechanics in writing.	
2.a	Apply capitalization rules appropriately in writing.	**SE/TE:** R27-R28
2.b	Use correct formation of plurals.	**SE/TE:** R22, R29, R54
2.c	Demonstrate correct use of punctuation and recognize its effect on sentence structure including:	**SE/TE:** 96, 132, 163, 223, 213, 283, 310, 338, 432, R25, R26-R27
2.c.i.	commas	**SE/TE:** 310, R25
2.c.ii.	quotation marks	**SE/TE:** 163, 288a, 302, R27

Standard	Descriptor	Citations
2.c.iii.	apostrophes, colons, and semicolons	**SE/TE:** 96, 132, 338, R22, R26, R41, R45
2.c.iv.	hyphens, dashes, parentheses, and brackets	**SE/TE:** 432, R26
2.d	Demonstrate correct use of punctuation in research writing including:	
2.d.i.	formal outline	**SE/TE:** 20a, 288a
2.d.ii.	parenthetical documentation	**SE/TE:** R9
2.d.iii.	works cited/bibliography	**SE/TE:** R9, R10, R75
2.e	Use correct spelling including:	
2.e.i.	commonly misspelled words and homonyms	**SE/TE:** R51-R52, R55-R56
2.e.ii.	spell consonant changes correctly, for example: recede/recession; transmit/transmission.	**SE/TE:** R53, R54, R55
2.e.iii.	spell correctly Greek and Latin derivatives (words that come from a base or common root word by applying correct spelling of bases and affixes (prefixes and suffixes).	**SE/TE:** 70, 95, 124, 131, 349, 400, 419, R49, R54
3	Sentence structure. Demonstrate appropriate sentence structure in writing.	
3.a	Identify and use parallel structure.	**SE/TE:** 28, 32, 54, 282, R22, R44
3.b	Correct dangling and misplaced modifiers.	**SE/TE:** R36-R37
3.c	Correct run-on sentences.	**SE/TE:** R45
3.d	Correct fragments.	**SE/TE:** R44-R45
3.e	Correct comma splices.	**SE/TE:** R45
3.f	Differentiate between dependent/independent and restrictive/nonrestrictive (essential/nonessential) clauses.	**SE/TE:** 132, 300, 338, R41, R42
3.g	Write effective simple, compound, complex, and compound-complex sentences.	**SE/TE:** R43-R44
Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.		
Standard 1: Listening – The student will listen for information and for pleasure.		
1	Focus attention on the speaker's message.	**SE/TE:** 23, 130, 159, 359-362, 324a, R12-R13, R14-R15

Standard	Descriptor	Citations
		Digital Collections/Lessons: Analyzing and Evaluating Presentations • Analyzing a Presentation Participating in Collaborative Discussions • Listening and Responding
2	Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.	**SE/TE:** 36a, 80a, 96a, 152a, 152b, 445-448, R8-R11 **Digital Collections/Lessons:** Analyzing and Evaluating Presentations • Analyzing a Presentation • Tracing a Speaker's Argument
3	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	**SE/TE:** 36a, 80a, 96a, 152a, 152b, 445-448, R8-R11 **Digital Collections/Lessons:** Analyzing and Evaluating Presentations • Analyzing a Presentation • Tracing a Speaker's Argument
4	Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.	**SE/TE:** 30, 130, 132a,l 157–160, 324a, 359–362, R12–R13, R14–15 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Listening and Responding • Wrapping Up Your Discussion
5	Use feedback to evaluate own effectiveness and set goals for future presentations.	**SE/TE:** 37-40, 78, 130, 132a, 157-160, 322, 359-362, R12-R13, R14-R15 **Digital Collections/Lessons:** Giving a Presentation • The Content of Your Presentation • Style in Presentation • Delivering Your Presentation Participating in Collaborative Discussions • Establishing and Following Procedure

Standard	Descriptor	Citations
Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.		
1	Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.	**SE/TE:** 6, 16, 24, 28, 35, 68, 76, 84, 92, 118, 128, 136, 143, 148, 151, 157-160, 168, 175, 205, 226, 251, 264, 265, 278, 287, 296, 312, 320, 334, 346, 352, 359-362, 398, 428, 436, 442, R12-R13, R14-R15 **Digital Collections/Lessons:** Participating in Collaborative Discussions • Introduction • Preparing for Discussion • Establishing and Following Procedure • Speaking Constructively • Listening and Responding • Wrapping Up Your Discussion
2	Prepare, organize, and present a variety of informative messages effectively.	**SE/TE:** 37–40, 78, 157–160, 322, 359–362, R14–R15 **Digital Collections/Lessons:** Giving a Presentation • Introduction Knowing Your Audience The Content of Your Presentation Style in Presentation
3	Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	**SE/TE:** 37-40, 78, 130, 132a, 157-160, 322, 359-362, R12-R13, R14-R15 **Digital Collections/Lessons:** Giving a Presentation • The Content of Your Presentation • Style in Presentation • Delivering Your Presentation Participating in Collaborative Discussions • Establishing and Following Procedure
Visual Literacy: The student will interpret, evaluate, and compose visual messages.		
Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.		

Standard	Descriptor	Citations
1	Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).	**SE/TE:** R19, R20, R58, R73
2	Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).	**SE/TE:** 33, 34, 35, 36, 47, 71, 72, 82, 85, 86, 181, 300b, 369
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.		
1	Select people with special interests and expectations who are the target audience for particular messages or products in visual media.	**SE/TE:** 157–160 **Digital Collections/Lessons:** Using Media in a Presentation • Introduction • Types of Media: Audio, Video, and Images • Using Presentation Software • Building and Practicing Your Presentation
2	Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for a particular audience).	N/A
Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.		
1.	Create media products to include a billboard, cereal box, short editorials, and a three-minute documentary or print ad to engage specific audiences.	N/A
2.	Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	N/A