

Writing and Language	Boardworks English: Grammar and Skills Presentations
Grade 6	
WRITING STANDARDS	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s) and organize the reasons and evidence clearly.	-
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	-
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	-
d. Establish and maintain a formal style.	-
e. Provide a concluding statement or section that follows from the argument presented.	-
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	-
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Writing an Essay
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	-
e. Establish and maintain a formal style.	Writing an Essay
f. Provide a concluding statement or section that follows from the information or explanation presented.	Writing an Essay Paragraphs Unit Two
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	First, Second and Third Person Paragraphs Unit Two

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	-
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Conjunctions Paragraphs Unit One Paragraphs Unit Two Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Phrases Parts of Speech Adverbs Adjectives Nouns Pronouns Verbs Prepositions Conjunctions
e. Provide a conclusion that follows from the narrated experiences or events.	-
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Writing an Essay
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	Editing and Proofreading
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	-
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	-
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Doing Research
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	

a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Writing an Essay
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	-
Range of Writing	
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 discipline-specific tasks, purposes, and audiences.	-
LANGUAGE STANDARDS	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Pronouns
b. Use intensive pronouns (e.g., myself, ourselves).	Pronouns
c. Recognize and correct inappropriate shifts in pronoun number and person.*	First, Second and Third Person
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	Pronouns
e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*	-
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	Commas Parentheses and Dashes
b. Spell correctly.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Word Families and Patterns
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three Phrases
b. Maintain consistency in style and tone.*	-

Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	-
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Prefixes Suffixes Word Families and Patterns
c. Consult 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.	Using Dictionaries and Spellcheckers Using a Thesaurus
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Using Dictionaries and Spellcheckers
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., personification) in context.	-
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	-
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).	Using a Thesaurus Synonyms and Antonyms
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	-
Grade 7	
WRITING STANDARDS	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	-
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	-
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	-
d. Establish and maintain a formal style.	-
e. Provide a concluding statement or section that follows from and supports the argument presented.	-

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	-
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Writing an Essay
	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	-
e. Establish and maintain a formal style.	Writing an Essay
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing an Essay Paragraphs Unit Two
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	First, Second and Third Person Paragraphs Unit Two
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	-
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Paragraphs Unit One Paragraphs Unit Two
	Phrases Parts of Speech Adverbs Adjectives Pronouns Nouns Verbs
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Prepositions Conjunctions
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	-

Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Writing an Essay
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)	Editing and Proofreading
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	-
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	-
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Doing Research
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	-
b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	-
Range of Writing	
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 discipline-specific tasks, purposes, and audiences.	-
LANGUAGE STANDARDS	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of phrases and clauses in general and their function in specific sentences.	Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Commas
b. Spell correctly.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Word Families and Patterns
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Adjectives Adverbs Using a Thesaurus
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	-
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Word Families and Patterns Prefixes Suffixes
c. 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.	Using Dictionaries and Spellcheckers Using a Thesaurus
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Using Dictionaries and Spellcheckers
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	-

b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Using a Thesaurus Synonyms and Antonyms
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Using a Thesaurus
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	-
Grade 8	
WRITING STANDARDS	
Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	-
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	-
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	-
d. Establish and maintain a formal style.	-
e. Provide a concluding statement or section that follows from and supports the argument presented.	-
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	-
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Writing an Essay
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Paragraphs Unit One Paragraphs Unit Two Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	-
e. Establish and maintain a formal style.	Writing an Essay
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Writing an Essay Paragraphs Unit Two

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	First, Second and Third Person Paragraphs Unit Two
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	-
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	-
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Phrases Parts of Speech Adverbs Adjectives Pronouns Nouns Verbs Prepositions Conjunctions
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	-
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Writing an Essay
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	Editing and Proofreading
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	-
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	-
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Doing Research

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	-
b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	-
Range of Writing	
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 discipline-specific tasks, purposes, and audiences.	-
LANGUAGE STANDARDS	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	-
b. Form and use verbs in the active and passive voice.	Verbs The Active and Passive Voice
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Verbs The Conditional Tense
d. Recognize and correct inappropriate shifts in verb voice and mood.*	Verbs First, Second and Third Person
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Commas Ellipsis Parentheses and Dashes
b. Use an ellipsis to indicate an omission.	Ellipsis
c. Spell correctly.	Spelling Strategies Unit One Spelling Strategies Unit Two Homophones Plurals Word Families and Patterns

Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Verbs The Active and Passive Voice The Conditional Tense
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	-
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Word Families and Patterns Prefixes Suffixes
c. 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.	Using Dictionaries and Spellcheckers Using a Thesaurus
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Using Dictionaries and Spellcheckers
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	-
b. Use the relationship between particular words to better understand each of the words.	-
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Using a Thesaurus
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	-
Grades 9-10	
WRITING STANDARDS	
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	-

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	-
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	-
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	-
e. Provide a concluding statement or section that follows from and supports the argument presented.	-
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.	
a. 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.	-
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Writing an Essay
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Paragraphs Unit Two Clauses and Sentences Unit Two Clauses and Sentences Unit Three
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	-
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Writing an Essay
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Writing an Essay Paragraphs Unit Two
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	-
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	-
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	-

<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>Phrases Parts of Speech Adverbs Adjectives Pronouns Nouns Verbs Prepositions Conjunctions</p>
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>-</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Writing an Essay</p>
<p>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 54.)</p>	<p>Editing and Proofreading</p>
<p>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.</p>	<p>-</p>
<p>Research to Build and Present Knowledge</p>	
<p>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.</p>	<p>-</p>
<p>8. 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>-</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>a. 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]”).</p>	<p>-</p>

b. 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”).	-
Range of Writing	
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.	-
LANGUAGE STANDARDS	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use parallel structure.*	-
b. 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.	Phrases Clauses and Sentences Unit One Clauses and Sentences Unit Two Clauses and Sentences Unit Three
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Colons and Semicolons Conjunctions
b. Use a colon to introduce a list or quotation.	Colons and Semicolons
c. Spell correctly.	Word Families and Patterns Prefixes Suffixes Using Dictionaries and Spellcheckers
Knowledge of Language	
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.	
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	-
Vocabulary Acquisition and Use	
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.	
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	-
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Word Families and Patterns

c. 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, its part of speech, or its etymology.	Using Dictionaries and Spellcheckers Using a Thesaurus
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Using Dictionaries and Spellcheckers
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	-
b. Analyze nuances in the meaning of words with similar denotations.	-
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.	-