

Mini Assessment

Common Core State Standards K-12 Language Arts Grade: 9 - Adopted 2010

Mini-Assessment 1: Hip, hip hooray for the return of the Hula-Hoop

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 2: Schools take steps to give kids more fruits and veggies

STRAND / DOMAIN	CC.9-10.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	9-10.RL.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).

STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	9-10.W.9.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]").
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 3: Prep athletes get anti-steroid message

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 4: Overweight kids likely to have more headaches, study finds

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 5: Teens must post apology on YouTube

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.6-12.RT.	Range of Text Types for 6-12: Students in grades 6-12 apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / CLUSTER		Informational Text

STANDARD	6-12.RT.4.	Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing

CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CC.9-10.L.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	9-10.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.
EXPECTATION	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

Mini-Assessment 6: On July 4, 66 hotdogs is par for the course

STRAND / DOMAIN	CC.9-10.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas

STANDARD	9-10.RL.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	9-10.W.9.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]").
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 7: Hackers want to be your (malicious) friend

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.

STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCRA-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.

STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	9-10.W.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.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-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.
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CC.9-10.L.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	9-10.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.
EXPECTATION	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CC.9-10.L.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	9-10.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.
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD	CCRA-L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mini-Assessment 8: For crying out loud, much is better left unsaid

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9-10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

EXPECTATION	9-10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 9: Social networks go to work

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.

STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.

EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	9-10.W.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.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-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.
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CC.9-10.L.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	9-10.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.
EXPECTATION	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

Mini-Assessment 10: Study- today's youth think quite highly of themselves

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	9-10.W.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.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-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.
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CC.9-10.L.	Language Standards

CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	9-10.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.
EXPECTATION	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

Mini-Assessment 16: Knowledge of failure helps lead to success

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.

EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 17: Don't have a job for me? I'll make my own

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 18: First lady wooed by Jason Wu

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.

EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 19: A 'Mother on Fire' for public school

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing

CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CC.9-10.L.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	9-10.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.
EXPECTATION	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

Mini-Assessment 20: Nurses put to the test

STRAND / DOMAIN	CC.9-10.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas

STANDARD	9-10.RL.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	9-10.W.9.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]").
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CC.9-10.L.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	9-10.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.
EXPECTATION	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

Mini-Assessment 21: High-tech TVs are popular but puzzling

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes

STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	9-10.W.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.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-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.
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 22: Automakers extend intervals between oil changes

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes

STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 23: A peek inside buyers' heads

STRAND / DOMAIN	CC.9-10.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	9-10.RL.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards

CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	9-10.W.9.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]").
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 24: Frito-Lay pitches chips as locally made

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes

STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CC.9-10.L.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	9-10.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.
EXPECTATION	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCRA-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.

STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

Mini-Assessment 25: Passion for beautiful minds

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CC.9-10.L.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	9-10.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.
EXPECTATION	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

Mini-Assessment 26: 'Snitches' ad draws tips, criticism

STRAND / DOMAIN	CC.9-10.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RL.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading

CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 27: Should bad bloggers have press freedom?

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 28: Science, math and space

STRAND / DOMAIN	CC.9-10.RL.	Reading Standards for Literature
------------------------	--------------------	----------------------------------

CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.6-12.RT.	Range of Text Types for 6-12: Students in grades 6-12 apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / CLUSTER		Informational Text
STANDARD	6-12.RT.4.	Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading

CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mini-Assessment 29: Advice to parents: Give your kids their (My) space

STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	9-10.W.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.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-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.
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN	CC.9-10.L.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	9-10.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.
EXPECTATION	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCRA-L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

Mini-Assessment 30: 'Greening' disease threatens the core of U.S. citrus crops

STRAND / DOMAIN	CC.9-10.RL.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RL.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	9-10.RI.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.
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	9-10.RI.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).
STRAND / DOMAIN	CC.9-10.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCRA-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.
STANDARD	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCRA-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.
STRAND / DOMAIN	CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading

CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / DOMAIN	CC.9-10.W.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	9-10.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.
EXPECTATION	9-10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCRA-W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / DOMAIN	CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.