Missouri English Language Arts

Grade 9 - 10 ELA - Expanded

Reading Literary Text I

1 Comprehend and Interpret Texts (Approaching Texts as a Reader) I.1

A Evidence / Inference I.1.A

1 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text I.1.A.1

a draw conclusions by citing relevant textual evidence to support analysis of what the text says explicitly I.1.A.1.A

b draw conclusions by citing thorough textual evidence to support analysis of what the text says explicitly I.1.A.1.B

c infer by citing relevant textual evidence to support analysis of what the text says explicitly I.1.A.1.C

d infer by citing thorough textual evidence to support analysis of what the text says explicitly I.1.A.1.D

e analyze by citing relevant textual evidence to support analysis of what the text says explicitly I.1.A.1.E

f analyze by citing thorough textual evidence to support analysis of what the text says explicitly I.1.A.1.F

g draw conclusions by citing relevant textual evidence to support analysis of inferences drawn from the text I.1.A.1.G

h draw conclusions by citing thorough textual evidence to support analysis of inferences drawn from the text I.1.A.1.H

i infer by citing relevant textual evidence to support analysis of inferences drawn from the text I.1.A.1.I

j infer by citing thorough textual evidence to support analysis of inferences drawn from the text I.1.A.1.J

k analyze by citing relevant textual evidence to support analysis of inferences drawn from the text I.1.A.1.K

l analyze by citing thorough textual evidence to support analysis of inferences drawn from the text I.1.A.1.L

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B Word Meanings I.1.B

2 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. I.1.B.2

a determine the denotative meaning of words and phrases as they are used in the text using context I.1.B.2.A

b determine the denotative meaning of words and phrases as they are used in the text using affixes I.1.B.2.B

c determine the denotative meaning of words and phrases as they are used in the text using reference materials I.1.B.2.C

d determine the figurative meaning of words and phrases as they are used in the text using context I.1.B.2.D

e determine the figurative meaning of words and phrases as they are used in the text using affixes I.1.B.2.E

f determine the figurative meaning of words and phrases as they are used in the text using reference materials I.1.B.2.F

g determine the connotative meaning of words and phrases as they are used in the text using context I.1.B.2.G

h determine the connotative meaning of words and phrases as they are used in the text using affixes I.1.B.2.H

i determine the connotative meaning of words and phrases as they are used in the text using reference materials I.1.B.2.I

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C Text Features I.1.C

3 Interpret visual elements of a text and draw conclusions from them (when applicable). I.1.C.3

a interpret tables I.1.C.3.A

b interpret graphs I.1.C.3.B

c interpret charts I.1.C.3.C

d interpret illustrations I.1.C.3.D

e interpret photos I.1.C.3.E

f interpret maps I.1.C.3.F

g interpret clipart I.1.C.3.G

h interpret other visual elements of a text I.1.C.3.H

i draw conclusions from tables I.1.C.3.I

j draw conclusions from graphs I.1.C.3.J

k draw conclusions from charts I.1.C.3.K

l draw conclusions from illustrations I.1.C.3.L

m draw conclusions from photos I.1.C.3.M

n draw conclusions from maps I.1.C.3.N

o draw conclusions from clipart I.1.C.3.O

p draw conclusions from other visual elements of a text I.1.C.3.P

D Summarize / Theme I.1.D

4 Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text. I.1.D.4

a determine two or more themes in a text I.1.D.4.A

b analyze the development of theme #1 throughout the text I.1.D.4.B

c analyze the development of theme #2 throughout the text I.1.D.4.C

d relate theme #1 to life experiences I.1.D.4.D

e relate theme #2 to life experiences I.1.D.4.E

f provide an objective summary of the text I.1.D.4.F

g provide a concise summary of the text I.1.D.4.G

h provide an objective and concise summary of the text I.1.D.4.H

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2 Analyze Craft and Structure (Approaching Texts as a Writer) I.2

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- A Structure I.2.A
  - 1 Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader. I.2.A.1
    - a analyze how an author's choices concerning how to structure a text impact the reader I.2.A.1.A
    - b analyze how an author's choices concerning how to order events impact the reader I.2.A.1.B
    - c analyze how an author's choices concerning how to manipulate time impact the reader I.2.A.1.C
- B Point of View I.2.B
  - 2 Analyze how points of view is reflected in the characters, setting, and plot. I.2.B.2
    - a analyze how point of view is reflected in the characters I.2.B.2.A
    - b analyze how point of view is reflected in the setting I.2.B.2.B
    - c analyze how point of view is reflected in the plot I.2.B.2.C
- C Craft and Meaning I.2.C
  - 3 Analyze the cumulative impact of specific word choices and syntax on meaning and tone. I.2.C.3
    - a analyze the cumulative impact of specific word choices on meaning I.2.C.3.A
    - b analyze the cumulative impact of specific word choices on tone I.2.C.3.B
    - c analyze the cumulative impact of syntax on meaning I.2.C.3.C
    - d analyze the cumulative impact of syntax on tone I.2.C.3.D
- D Interaction and Meaning I.2.D
  - 4 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme. I.2.D.4
    - a analyze how complex characters develop over the course of a text I.2.D.4.A
    - b analyze how complex character development over the course of a text advances the plot I.2.D.4.B
    - c analyze how complex character development over the course of a text develops a theme I.2.D.4.C

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3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) I.3

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- A Text in Forms I.3.A
  - 1 Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text. I.3.A.1
    - a analyze multiple performances of a story I.3.A.1.A
    - b analyze multiple performances of a drama I.3.A.1.B
    - c analyze multiple performances of a poem I.3.A.1.C
    - d evaluate how each of multiple versions of a story interprets the source text I.3.A.1.D
    - e evaluate how each of multiple versions of a drama interprets the source text I.3.A.1.E
    - f evaluate how each of multiple versions of a poem interprets the source text I.3.A.1.F
- B Relationships in Texts I.3.B
  - 2 Explain how and why an author alludes to or transforms source material within his or her text. I.3.B.2
    - a explain how an author alludes to source material within his/her text I.3.B.2.A
    - b explain how an author transforms source material within his/her text I.3.B.2.B
    - c explain why an author alludes to source material within his/her text I.3.B.2.C
    - d explain why an author transforms source material within his/her text I.3.B.2.D
- C Historical Context I.3.C
  - 3 Analyze how multiple texts reflect historical and/or cultural contexts. I.3.C.3
    - a analyze how each of multiple texts reflects historical contexts I.3.C.3.A
    - b analyze how each of multiple texts reflects cultural contexts I.3.C.3.B
    - c analyze how each of multiple texts reflects historical and cultural contexts I.3.C.3.C

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D Comprehension I.3.D

4 Read and comprehend literature, including stories, dramas and poems, independently and proficiently. I.3.D.4

a read stories independently I.3.D.4.A

b read stories proficiently I.3.D.4.B

c comprehend stories independently I.3.D.4.C

d comprehend stories proficiently I.3.D.4.D

e read dramas independently I.3.D.4.E

f read dramas proficiently I.3.D.4.F

g comprehend dramas independently I.3.D.4.G

h comprehend dramas proficiently I.3.D.4.H

i read poems independently I.3.D.4.I

j read poems proficiently I.3.D.4.J

k comprehend poems independently I.3.D.4.K

l comprehend poems proficiently I.3.D.4.L

Reading Informational Text II

1 **Comprehend and Interpret Texts (Approaching Texts as a Reader)** II.1

Skip to main content

A Evidence / Inference II.1.A

1 Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text II.1.A.1

a draw conclusions by citing relevant textual evidence to support analysis of what the text says explicitly II.1.A.1.A

b draw conclusions by citing thorough textual evidence to support analysis of what the text says explicitly II.1.A.1.B

c infer by citing relevant textual evidence to support analysis of what the text says explicitly II.1.A.1.C

d infer by citing thorough textual evidence to support analysis of what the text says explicitly II.1.A.1.D

e analyze by citing relevant textual evidence to support analysis of what the text says explicitly II.1.A.1.E

f analyze by citing thorough textual evidence to support analysis of what the text says explicitly II.1.A.1.F

g draw conclusions by citing relevant textual evidence to support analysis of inferences drawn from the text II.1.A.1.G

h draw conclusions by citing thorough textual evidence to support analysis of inferences drawn from the text II.1.A.1.H

i infer by citing relevant textual evidence to support analysis of inferences drawn from the text II.1.A.1.I

j infer by citing thorough textual evidence to support analysis of inferences drawn from the text II.1.A.1.J

k analyze by citing relevant textual evidence to support analysis of inferences drawn from the text II.1.A.1.K

l analyze by citing thorough textual evidence to support analysis of inferences drawn from the text II.1.A.1.L

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B Word Meanings II.1.B

2 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. II.1.B.2

a determine the denotative meaning of words and phrases as they are used in the text using context II.1.B.2.A

b determine the denotative meaning of words and phrases as they are used in the text using affixes II.1.B.2.B

c determine the denotative meaning of words and phrases as they are used in the text using reference materials II.1.B.2.C

d determine the figurative meaning of words and phrases as they are used in the text using context II.1.B.2.D

e determine the figurative meaning of words and phrases as they are used in the text using affixes II.1.B.2.E

f determine the figurative meaning of words and phrases as they are used in the text using reference materials II.1.B.2.F

g determine the connotative meaning of words and phrases as they are used in the text using context II.1.B.2.G

h determine the connotative meaning of words and phrases as they are used in the text using affixes II.1.B.2.H

i determine the connotative meaning of words and phrases as they are used in the text using reference materials II.1.B.2.I

j determine the content-specific meaning of words and phrases as they are used in the text using context II.1.B.2.J

k determine the content-specific meaning of words and phrases as they are used in the text using affixes II.1.B.2.K

l determine the content-specific meaning of words and phrases as they are used in the text using reference materials II.1.B.2.L

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C Text Features II.1.C

3 Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). II.1.C.3

a interpret tables II.1.C.3.A

b interpret graphs II.1.C.3.B

c interpret charts II.1.C.3.C

d interpret illustrations II.1.C.3.D

e interpret photos II.1.C.3.E

f interpret maps II.1.C.3.F

g interpret clipart II.1.C.3.G

h interpret infographics II.1.C.3.H

i interpret videos II.1.C.3.I

j draw conclusions from tables II.1.C.3.J

k draw conclusions from graphs II.1.C.3.K

l draw conclusions from charts II.1.C.3.L

m draw conclusions from illustrations II.1.C.3.M

n draw conclusions from photos II.1.C.3.N

o draw conclusions from maps II.1.C.3.O

p draw conclusions from clipart II.1.C.3.P

q draw conclusions from infographics II.1.C.3.Q

r draw conclusions from videos II.1.C.3.R

D Summarize / Claim II.1.D

4 Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text. II.1.D.4

a determine two or more central/main ideas in a text II.1.D.4.A

b analyze the development of central idea #1 throughout the text II.1.D.4.B

c analyze the development of central idea #2 throughout the text II.1.D.4.C

d explain the significance of central idea #1 II.1.D.4.D

e explain the significance of central idea #2 II.1.D.4.E

f provide an objective summary of the text II.1.D.4.F

g provide a concise summary of the text II.1.D.4.G

h provide an objective and concise summary of the text II.1.D.4.H

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nalyze Craft and Structure (Approaching Texts as a Writer) II.2

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A Structure II.2.A

1 Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader. II.2.A.1

a analyze how an author’s choices concerning how to structure a text impact the reader II.2.A.1.A

b analyze how an author’s choices concerning how to sequence information impact the reader II.2.A.1.B

B Point of View II.2.B

2 Analyze how an author uses rhetoric to advance point of view or purpose. II.2.B.2

a analyze how an author uses text format to advance point of view II.2.B.2.A

b analyze how an author uses text format to advance purpose II.2.B.2.B

c analyze how an author uses knowledge of the audience to advance point of view II.2.B.2.C

d analyze how an author uses knowledge of the audience to advance purpose II.2.B.2.D

e analyze how an author uses purpose to advance point of view II.2.B.2.E

f analyze how an author uses point of view to advance purpose II.2.B.2.F

g analyze how an author uses setting/context to advance point of view II.2.B.2.G

h analyze how an author uses setting/context to advance purpose II.2.B.2.H

C Craft and Meaning II.2.C

3 Analyze the cumulative impact of specific word choices and syntax on meaning and tone. II.2.C.3

a analyze the cumulative impact of specific word choices on meaning II.2.C.3..A

b analyze the cumulative impact of specific word choices on tone II.2.C.3.B

c analyze the cumulative impact of syntax on meaning II.2.C.3.C

d analyze the cumulative impact of syntax on tone II.2.C.3.D

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D Argument / Evidence II.2.D

4 Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. II.2.D.4

a assess whether an author's argument uses valid reasoning II.2.D.4.A

b assess whether an author's argument is supported by relevant evidence II.2.D.4.B

c assess whether an author's argument is supported by sufficient evidence II.2.D.4.C

d identify false statements in an author's argument II.2.D.4.D

e identify fallacious reasoning in an author's argument II.2.D.4.E

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3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) II.3

A Texts / Forms II.3.A

1 Analyze how similar ideas or topics are portrayed in different media formats. II.3.A.1

a analyze how similar ideas are portrayed in each of different media formats II.3.A.1.A

b analyze how similar topics are portrayed in each of different media formats II.3.A.1.B

B Relationships / Texts II.3.B

2 Evaluate how effectively two or more texts develop similar ideas/topics. II.3.B.2

a evaluate how text #1 develops idea/topic #1 II.3.B.2.A

b evaluate how text #2 develops idea/topic #1 II.3.B.2.B

c compare effectiveness of each text's development of topic #1 II.3.B.2.C

C Historical Context II.3.C

3 Analyze how multiple texts reflect the historical and/or cultural contexts. II.3.C.3

a analyze how each of multiple texts reflects historical context II.3.C.3.A

b analyze how each of multiple texts reflects cultural context II.3.C.3.B

c analyze how each of multiple texts reflects historical and cultural context II.3.C.3.C

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D Comprehension II.3.D

4 Read and comprehend informational text independently and proficiently. II.3.D.4

a read informational text independently II.3.D.4.A

b read informational text proficiently II.3.D.4.B

c comprehend informational text independently II.3.D.4.C

d comprehend informational text proficiently II.3.D.4.D

Writing III

1 **Approaching the Task as a Researcher** III.1

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A Research III.1.A

1 Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. III.1.A.1

a conduct research to answer a question III.1.A.1.A

b conduct research to solve a problem III.1.A.1.B

c narrow the inquiry when appropriate III.1.A.1.C

d broaden the inquiry when appropriate III.1.A.1.D

e gather relevant print sources III.1.A.1.E

f gather relevant digital sources III.1.A.1.F

g gather credible print sources III.1.A.1.G

h gather credible digital sources III.1.A.1.H

i integrate information using a standard citation system III.1.A.1.I

2 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. III.1.A.2

a gather relevant information from authoritative print sources III.1.A.2.A

b gather relevant information from authoritative digital sources III.1.A.2.B

c use advanced print searches effectively III.1.A.2.C

d use advanced digital searches effectively III.1.A.2.D

e assess the usefulness of each source in answering the research question III.1.A.2.E

f integrate each piece of information into the text selectively to maintain the flow of ideas III.1.A.2.F

g integrate each piece of information into the text selectively to maintain the flow of ideas III.1.A.2.G

h follow a standard format for citation III.1.A.2.H

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2 Approaching the Task as a Writer III.2.

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A Development III.2.A

1 Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. III.2.A.1

a follow a writing process III.2.A.1.A

b match text development to the task III.2.A.1.B

c match text development to the purpose III.2.A.1.C

d match text development to the audience III.2.A.1.D

e match text organization to the task III.2.A.1.E

f match text organization to the purpose III.2.A.1.F

g match text organization to the audience III.2.A.1.G

h match text style to the task III.2.A.1.H

i match text style to the purpose III.2.A.1.I

j match text style to the audience III.2.A.1.J

k match text voice to the task III.2.A.1.K

l match text voice to the purpose III.2.A.1.L

m match text voice to the audience III.2.A.1.M

n self-select from narrative, expository, and argumentative writing techniques III.2.A.1.N

o blend narrative and expository writing techniques III.2.A.1.O

p blend expository and argumentative writing techniques III.2.A.1.P

q blend narrative and argumentative writing techniques III.2.A.1.Q

r blend narrative, expository, and argumentative writing techniques III.2.A.1.R

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3 Approaching the Task as a Reader III.3

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A Revise and Edit III.3.A

1 Review, revise, and edit writing with consideration for the task, purpose, and audience. III.3.A.1

a review writing with consideration for the task III.3.A.1.A

b review writing with consideration for the purpose III.3.A.1.B

c review writing with consideration for the audience III.3.A.1.C

d revise writing with consideration for the task III.3.A.1.D

e revise writing with consideration for the purpose III.3.A.1.E

f revise writing with consideration for the audience III.3.A.1.F

g edit writing with consideration for the task III.3.A.1.G

h edit writing with consideration for the purpose III.3.A.1.H

i edit writing with consideration for the audience III.3.A.1.I

2 Organization and content: Introduce the topic, maintain a clear focus throughout the text,and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content. III.3.A.2

a introduce the topic III.3.A.2.A

b maintain a clear focus throughout the text III.3.A.2.B

c provide a conclusions that follows from the text III.3.A.2.C

d achieve the writer’s purpose by making choices regarding organization III.3.A.2.D

e achieve the writer’s purpose by making choices regarding content III.3.A.2.E

f demonstrate an awareness of audience by making choices regarding organization III.3.A.2.F

g demonstrate an awareness of audience by making choices regarding content III.3.A.2.G

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3 Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning. III.3.A.3

- a choose precise language to make meaning concrete and specific III.3.A.3.A
- b choose precise language to make meaning concise III.3.A.3.B
- c choose precise language to make meaning familiar III.3.A.3.C
- d choose precise language to make meaning clear III.3.A.3.D
- e choose precise language to determine formality III.3.A.3.E
- f choose precise language to determine tone III.3.A.3.F
- g choose syntax to make meaning concrete and specific III.3.A.3.G
- h choose syntax to make meaning concise III.3.A.3.H
- i choose syntax to make meaning familiar III.3.A.3.I
- j choose syntax to make meaning clear III.3.A.3.J
- k choose syntax to determine formality III.3.A.3.K
- l choose syntax to determine tone III.3.A.3.L

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4 Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (This list if from ACT test breakdown.) III.3.A.4

- a sentence fragments & run-ons III.3.A.4.A
- b parallel sentence construction III.3.A.4.B
- c dangling modifier III.3.A.4.C
- d misplaced modifier III.3.A.4.D
- e commas III.3.A.4.E
- f apostrophes III.3.A.4.F
- g colons III.3.A.4.G
- h semicolons III.3.A.4.H
- i dashes III.3.A.4.I
- j end punctuation III.3.A.4.J
- k pronouns - subject vs object III.3.A.4.K
- l pronouns - that vs who III.3.A.4.L
- m pronoun agreement III.3.A.4.M
- n ambiguous reference to pronouns III.3.A.4.N
- o consistent verb usage III.3.A.4.O
- p subject/verb agreement III.3.A.4.P
- q comparatives III.3.A.4.Q
- r superlatives III.3.A.4.R
- s idioms III.3.A.4.S
- t verbal phrases III.3.A.4.T
- u spelling rules for changing quantity III.3.A.4.U
- v spelling rules for changing tense III.3.A.4.V
- w commonly misspelled words III.3.A.4.W
- x commonly confused words III.3.A.4.X

5 Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. III.3.A.5

- a use a variety of appropriate transitions to clarify relationships III.3.A.5.A
- b use a variety of appropriate transitions to connect ideas III.3.A.5.B
- c use a variety of appropriate transitions to connect claims III.3.A.5.C
- d use a variety of appropriate transitions to signal time shifts III.3.A.5.D

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6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. III.3.A.6

a use technology to produce individual writing products III.3.A.6.A

b use technology to publish individual writing products III.3.A.6.B

c use technology to update individual writing products III.3.A.6.C

d use technology to produce shared writing products III.3.A.6.D

e use technology to publish shared writing products III.3.A.6.E

f use technology to update shared writing products III.3.A.6.F

g use technology to link individual writing products to other information III.3.A.6.G

h use technology to link shared writing products to other information III.3.A.6.H

i use technology in individual writing products to display information flexibly III.3.A.6.I

j use technology in individual writing products to display information dynamically III.3.A.6.J

k use technology in shared writing products to display information flexibly III.3.A.6.K

l use technology in shared writing products to display information dynamically III.3.A.6.L