

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

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**

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

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

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

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

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**

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**
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**Reading Informational
Text** **II**

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

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**

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**

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

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

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

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**

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**

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**

2 Approaching the Task as a Writer **III.2.**

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

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 conclusion 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**

- 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

- 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 is 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**

- 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**