

Main Criteria: Structure and Style for Students

Secondary Criteria: Arkansas Standards

Subject: Language Arts

Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Arkansas Standards

Language Arts

Grade 9 - Adopted: 2023

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R Provide an objective summary of a text.
F.

BENCHMARK / PROFICIENCY 9.RC.2.R Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
F.

BENCHMARK / PROFICIENCY 9.RC.4.R Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
F.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY 9.RC.5.R Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
L.

BENCHMARK / PROFICIENCY 9.RC.6.R Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
L.

BENCHMARK / PROFICIENCY 9.RC.7.R Describe how a character's point of view (POV) and/or perspective is shaped through experiences.
L.

BENCHMARK / PROFICIENCY 9.RC.10. Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.
RL.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY 9.W.16.R. Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.5. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.2.S. Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.7.S. Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR Adverbial

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R Provide an objective summary of a text.
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BENCHMARK / PROFICIENCY 9.RC.2.R Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
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BENCHMARK / PROFICIENCY 9.RC.4.R Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
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BENCHMARK / PROFICIENCY 9.RC.6.R Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
L.

BENCHMARK / PROFICIENCY 9.RC.7.R Describe how a character's point of view (POV) and/or perspective is shaped through experiences.
L.

BENCHMARK / PROFICIENCY 9.RC.10.RL Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY 9.W.1.S. Compose an argument about a complex topic:

DESCRIPTOR Develop claims supported by credible sources.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	9.W.13.R.	Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
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BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
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BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use context,
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.7.S. Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR Adverbial

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

Arkansas Standards
Language Arts
 Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R Provide an objective summary of a text.
 F.

BENCHMARK / PROFICIENCY 9.RC.2.R Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
 F.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY 9.RC.11. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
 RI.

BENCHMARK / PROFICIENCY 9.RC.12. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
 RI.

BENCHMARK / PROFICIENCY 9.RC.17. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
 RI.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY	Use context,
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	9.L.13.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	9.RC.1.R F.	Provide an objective summary of a text.
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BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.12. RI.	Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 9.W.7.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.

BENCHMARK / PROFICIENCY 9.W.9.P. Write with stamina during single sessions and over extended periods of time.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.5. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

BENCHMARK / PROFICIENCY 9.CC.1.S LC. Initiate and express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
BENCHMARK / PROFICIENCY	9.CC.7.P.	Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task.
BENCHMARK / PROFICIENCY	9.CC.10.P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.
BENCHMARK / PROFICIENCY	9.CC.11.P.	Demonstrate command of standard English when indicated or appropriate.

**Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023**

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
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Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.12. RI.	Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC

Grade 9 English Language Arts Standards

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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use context,
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.

BENCHMARK / PROFICIENCY 9.CC.7.P. Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task.

BENCHMARK / PROFICIENCY 9.CC.10. Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.
P.

BENCHMARK / PROFICIENCY 9.CC.11. Demonstrate command of standard English when indicated or appropriate.
P.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R Provide an objective summary of a text.
F.

BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
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BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
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BENCHMARK / PROFICIENCY	9.RC.7.R L.	Describe how a character's point of view (POV) and/or perspective is shaped through experiences.
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BENCHMARK / PROFICIENCY	9.RC.10.RL.	Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
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DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
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DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
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DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.

BENCHMARK / PROFICIENCY 9.CC.7.P. Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task.

BENCHMARK / PROFICIENCY 9.CC.10.P. Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.

BENCHMARK / PROFICIENCY 9.CC.11.P. Demonstrate command of standard English when indicated or appropriate.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.8.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.13.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	9.RC.1.R F.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY 9.RC.5.R L. Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.

BENCHMARK / PROFICIENCY 9.RC.6.R L. Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.

BENCHMARK / PROFICIENCY 9.RC.7.R L. Describe how a character's point of view (POV) and/or perspective is shaped through experiences.

BENCHMARK / PROFICIENCY 9.RC.10.RL. Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY 9.W.3.S. **Write to express real or imagined experiences and/or events:**

DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective.

DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

DESCRIPTOR Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY 9.W.9.P. Write with stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
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BENCHMARK / PROFICIENCY	Use context,
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
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PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
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BENCHMARK / PROFICIENCY	9.CC.7.P.	Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task.
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BENCHMARK / PROFICIENCY	9.CC.10.P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.
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BENCHMARK / PROFICIENCY	9.CC.11.P.	Demonstrate command of standard English when indicated or appropriate.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 9.RC.2.R F. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
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PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
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BENCHMARK / PROFICIENCY 9.RC.5.R L. Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.

BENCHMARK / PROFICIENCY 9.RC.6.R L. Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.

BENCHMARK / PROFICIENCY 9.RC.7.R L. Describe how a character's point of view (POV) and/or perspective is shaped through experiences.

BENCHMARK / PROFICIENCY 9.RC.10.RL. Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
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PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
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BENCHMARK / PROFICIENCY 9.W.3.S. Write to express real or imagined experiences and/or events:

DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective.

DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

DESCRIPTOR Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
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PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
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BENCHMARK / PROFICIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY 9.W.9.P. Write with stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
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BENCHMARK / PROFICIENCY	Use context,
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
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PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
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BENCHMARK / PROFICIENCY	9.CC.7.P.	Present claims and supporting evidence concisely and logically appropriate to purpose, audience, and task.
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BENCHMARK / PROFICIENCY	9.CC.10.P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.
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BENCHMARK / PROFICIENCY	9.CC.11.P.	Demonstrate command of standard English when indicated or appropriate.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 9.RC.2.R F. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
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PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.12. RI.	Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY 9.W.15.R. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

BENCHMARK / PROFICIENCY	9.CC.1.S LC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	9.CC.2.S LC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	9.CC.3.S LC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.
BENCHMARK / PROFICIENCY	9.CC.4.S LC.	Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
BENCHMARK / PROFICIENCY	9.L.8.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
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BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 9.RC.2.R F. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY 9.RC.11. RI. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.

BENCHMARK / PROFICIENCY 9.RC.12. RI. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.

BENCHMARK / PROFICIENCY 9.RC.17. RI. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY 9.W.2.S. Write to inform about a complex topic:

DESCRIPTOR Develop a topic with a clear preview of what is to follow.

DESCRIPTOR	Organize ideas, concepts, and information, using major sections
DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR	Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
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PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
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BENCHMARK / PROFICIENCY 9.W.15.R. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
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BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.5. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
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PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
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BENCHMARK / PROFICIENCY 9.CC.1.S LC. Initiate and express ideas in a collaborative setting, using effective discussion strategies.

BENCHMARK / PROFICIENCY 9.CC.2.S LC. Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

BENCHMARK / PROFICIENCY 9.CC.3.S LC. Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.

BENCHMARK / PROFICIENCY 9.CC.4.S LC. Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR Adverbial

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.8.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
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BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.2.R F. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY 9.RC.11. RI. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.

BENCHMARK / PROFICIENCY 9.RC.17. RI. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY 9.W.2.S. **Write to inform about a complex topic:**

DESCRIPTOR Develop a topic with a clear preview of what is to follow.

DESCRIPTOR Organize ideas, concepts, and information, using major sections

DESCRIPTOR Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.

DESCRIPTOR Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.3.S. Use verbals (gerunds, participles, infinitives) correctly.

BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR Adverbial

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

Arkansas Standards
Language Arts
 Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.2.R F. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY 9.W.3.S. Write to express real or imagined experiences and/or events:

DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective.

DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

DESCRIPTOR Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
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BENCHMARK / PROFICIENCY 9.RC.1.R Provide an objective summary of a text.
F.

BENCHMARK / PROFICIENCY 9.RC.2.R Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
F.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY 9.RC.11. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
RI.

BENCHMARK / PROFICIENCY 9.RC.12. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
RI.

BENCHMARK / PROFICIENCY 9.RC.16. Compare and contrast two or more texts, noting how they address related themes and concepts.
RI.

BENCHMARK / PROFICIENCY 9.RC.17. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
RI.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY 9.W.1.S. **Compose an argument about a complex topic:**

DESCRIPTOR Develop claims supported by credible sources.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY 9.W.2.S. **Write to inform about a complex topic:**

DESCRIPTOR Develop a topic with a clear preview of what is to follow.

DESCRIPTOR Organize ideas, concepts, and information, using major sections

DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Writing
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PERFORMANCE EXPECTATION	Style - Writing style includes different types of writing for different purposes.
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BENCHMARK / PROFICIENCY	9.W.3.S. Write to express real or imagined experiences and/or events:
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DESCRIPTOR	Develop the topic, context, narrative elements, and point of view and/or perspective.
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DESCRIPTOR	Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Writing
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PERFORMANCE EXPECTATION	Production - Writing production includes volume and clarity of writing and the writing process.
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BENCHMARK / PROFICIENCY	9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.7.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	9.W.9.P. Write with stamina during single sessions and over extended periods of time.
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BENCHMARK / PROFICIENCY	9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
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BENCHMARK / PROFICIENCY	9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Writing
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PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
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BENCHMARK / PROFICIENCY 9.W.14.R. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.

BENCHMARK / PROFICIENCY 9.W.15.R. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

PERFORMANCE EXPECTATION 9.V.2. Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.3. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**

BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION 9.V.5. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION **Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY 9.L.2.S. Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.3.S.	Use verbals (gerunds, participles, infinitives) correctly.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.8.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	9.L.13.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R Provide an objective summary of a text.
F.

BENCHMARK / PROFICIENCY 9.RC.2.R Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
F.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY 9.RC.11. RI. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.

BENCHMARK / PROFICIENCY 9.RC.12. RI. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.

BENCHMARK / PROFICIENCY 9.RC.16. RI. Compare and contrast two or more texts, noting how they address related themes and concepts.

BENCHMARK / PROFICIENCY 9.RC.17. RI. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY 9.W.1.S. Compose an argument about a complex topic:

DESCRIPTOR Develop claims supported by credible sources.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.13.R.	Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
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PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
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BENCHMARK / PROFICIENCY 9.CC.5.S Integrate non-textual information, evaluating the credibility and accuracy of sources.
LC.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR Adverbial

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 9.RC.2.R F. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY 9.RC.11. RI. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.

BENCHMARK / PROFICIENCY 9.RC.12. RI. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.

BENCHMARK / PROFICIENCY 9.RC.16. RI. Compare and contrast two or more texts, noting how they address related themes and concepts.

BENCHMARK / PROFICIENCY 9.RC.17. RI. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

**STRAND /
TOPIC**

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
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PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:

DESCRIPTOR Develop claims supported by credible sources.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR Develop a topic with a clear preview of what is to follow.

DESCRIPTOR Organize ideas, concepts, and information, using major sections

DESCRIPTOR Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.

DESCRIPTOR Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective.

DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Writing	
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.13.R.	Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.	
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.	
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY	Use context,
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Collaborative Communication
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PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
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BENCHMARK / PROFICIENCY	9.CC.5.S LC.	Integrate non-textual information, evaluating the credibility and accuracy of sources.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
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DESCRIPTOR	Shifts in mood and voice
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
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DESCRIPTOR	Adjectival
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DESCRIPTOR	Adverbial
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
PERFORMANCE EXPECTATION	Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.8.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
PERFORMANCE EXPECTATION	Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	9.L.13.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Writing
PERFORMANCE EXPECTATION	Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
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DESCRIPTOR	Develop claims supported by credible sources.
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DESCRIPTOR	Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Writing
PERFORMANCE EXPECTATION	Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, relative conjunctions, and coordinating conjunctions.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR Adverbial

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

**Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023**

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY 9.W.1.S. **Compose an argument about a complex topic:**

DESCRIPTOR Develop claims supported by credible sources.

DESCRIPTOR Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
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BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
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BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
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DESCRIPTOR		Shifts in mood and voice
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR Adverbial

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 9.RC.2.R F. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
BENCHMARK / PROFICIENCY	9.RC.7.R L.	Describe how a character's point of view (POV) and/or perspective is shaped through experiences.
BENCHMARK / PROFICIENCY	9.RC.9.R L.	Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.
BENCHMARK / PROFICIENCY	9.RC.10.RL.	Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
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BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
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BENCHMARK / PROFICIENCY	Use context,
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
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DESCRIPTOR	Shifts in mood and voice
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
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BENCHMARK / PROFICIENCY	9.L.13.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.
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UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	9.RC.1.R F.	Provide an objective summary of a text.
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BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
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BENCHMARK / PROFICIENCY	9.RC.12. RI.	Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
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BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
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DESCRIPTOR	Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR	Develop the topic, context, narrative elements, and point of view and/or perspective.
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DESCRIPTOR	Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
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BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
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BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	9.W.13.R.	Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
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DESCRIPTOR		Adjectival
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DESCRIPTOR		Adverbial
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STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
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BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
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PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
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BENCHMARK / PROFICIENCY	9.RC.1.R F.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.12. RI.	Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	9.RC.14. RI.	Compare accounts of a subject told in different multimedia, determining which details are emphasized in each account.
BENCHMARK / PROFICIENCY	9.RC.16. RI.	Compare and contrast two or more texts, noting how they address related themes and concepts.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
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PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.13.R.	Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY	Use context,
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Collaborative Communication
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PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
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BENCHMARK / PROFICIENCY	9.CC.5.S LC.	Integrate non-textual information, evaluating the credibility and accuracy of sources.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
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DESCRIPTOR	Shifts in mood and voice
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
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PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
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BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
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DESCRIPTOR	Adjectival
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DESCRIPTOR	Adverbial
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
PERFORMANCE EXPECTATION	Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Language
PERFORMANCE EXPECTATION	Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R Provide an objective summary of a text.
F.

BENCHMARK / PROFICIENCY 9.RC.2.R Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.
F.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD	Reading Comprehension
PERFORMANCE EXPECTATION	Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY 9.RC.11. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
RI.

BENCHMARK / PROFICIENCY	9.RC.12. RI.	Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	9.RC.16. RI.	Compare and contrast two or more texts, noting how they address related themes and concepts.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
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PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective.

DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY 9.W.4.P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY 9.W.5.P. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY 9.W.7.P. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.

BENCHMARK / PROFICIENCY 9.W.9.P. Write with stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY 9.W.10.P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY 9.W.12.P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY 9.W.13.R. Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

BENCHMARK / PROFICIENCY 9.W.14.R. Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.

BENCHMARK / PROFICIENCY 9.W.15.R. Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

BENCHMARK / PROFICIENCY 9.W.16.R. Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
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STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
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BENCHMARK / PROFICIENCY Use context,

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
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PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
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BENCHMARK / PROFICIENCY 9.CC.5.S LC. Integrate non-textual information, evaluating the credibility and accuracy of sources.

STRAND / TOPIC Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
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PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
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BENCHMARK / PROFICIENCY 9.L.10.C. Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.

BENCHMARK / PROFICIENCY	9.L.11.C.	Introduce a list, quotation, or clarification, using a colon.
BENCHMARK / PROFICIENCY	9.L.13.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	9.RC.1.R F.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	9.RC.2.R F.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	9.RC.11. RI.	Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
BENCHMARK / PROFICIENCY	9.RC.12. RI.	Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	9.RC.17. RI.	Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	9.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.

DESCRIPTOR	Distinguish alternate or opposing claims, including the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR	Develop a topic with a clear preview of what is to follow.
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DESCRIPTOR	Organize ideas, concepts, and information, using major sections
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DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.
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DESCRIPTOR	Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR	Develop the topic, context, narrative elements, and point of view and/or perspective.
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DESCRIPTOR	Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
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BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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BENCHMARK / PROFICIENCY	9.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
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BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	9.W.13.R.	Conduct short and sustained research to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	9.W.14.R.	Assess the credibility, accuracy, and usefulness of sources, using a scholarly database when appropriate.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY	Use context,
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STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

BENCHMARK / PROFICIENCY	9.CC.5.S LC.	Integrate non-textual information, evaluating the credibility and accuracy of sources.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
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DESCRIPTOR	Shifts in mood and voice
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.6.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:
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DESCRIPTOR	Adjectival
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DESCRIPTOR	Adverbial
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.10.C. Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, and dashes.

BENCHMARK / PROFICIENCY 9.L.11.C. Introduce a list, quotation, or clarification, using a colon.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 9.RC.2.R F. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

BENCHMARK / PROFICIENCY 9.RC.4.R F. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	9.RC.5.R L.	Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.
BENCHMARK / PROFICIENCY	9.RC.6.R L.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.
BENCHMARK / PROFICIENCY	9.RC.7.R L.	Describe how a character's point of view (POV) and/or perspective is shaped through experiences.
BENCHMARK / PROFICIENCY	9.RC.9.R L.	Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.
BENCHMARK / PROFICIENCY	9.RC.10.RL.	Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR Develop the topic, context, narrative elements, and point of view and/or perspective.

DESCRIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.

DESCRIPTOR Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
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PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
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STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:

DESCRIPTOR Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.7.S.	Use prepositional phrases effectively:

DESCRIPTOR Adjectival

DESCRIPTOR Adverbial

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY 9.RC.1.R F. Provide an objective summary of a text.

BENCHMARK / PROFICIENCY 9.RC.2.R F. Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

BENCHMARK / PROFICIENCY 9.RC.4.R F. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY 9.RC.5.R L. Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.

BENCHMARK / PROFICIENCY 9.RC.6.R L. Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.

BENCHMARK / PROFICIENCY 9.RC.7.R L. Describe how a character's point of view (POV) and/or perspective is shaped through experiences.

BENCHMARK / PROFICIENCY 9.RC.9.R L. Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.

BENCHMARK / PROFICIENCY 9.RC.10.RL. Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop a well-structured event sequence and plot line to enhance the relationships among ideas and experiences.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	9.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	9.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	9.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	9.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	9.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

**STRAND /
TOPIC****Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	9.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.6.S. Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.7.S. **Use prepositional phrases effectively:**

DESCRIPTOR Adjectival

DESCRIPTOR Adverbial

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC **Grade 9 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY 9.L.13.C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.