$\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$ 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
PERFORMANC E 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 /		Grade 9 English Language Arts Standards

TOPIC

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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

CONTENT STANDARD	Writing
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Writing
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E EXPECTATION	9.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing fro 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Language
STANDARD		
		Conventions - Conventions involve the correct use of mechanics in writing.

RESPONSE TO LITERATURE Week 23 Page 249-262

Arkansas Standards Language Arts Grade 9 - Adopted: 2023

STRAND / TOPIC

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Writing
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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		Language
STANDARD		

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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	ı
TOPIC	

CONTENT

STANDARD

Grade 9 English Language Arts Standards

TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Writing
PERFORMANC E 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 ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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.
PERFORMANC E 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 ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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
PERFORMANC E EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

PROFICIENCY LC.

BENCHMARK / 9.CC.1.S 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 /		Grade 9 English Language Arts Standards

TOPIC

CONTENT STANDARD		Collaborative Communication
PERFORMANC E 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.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Arkansas Standards Language Arts Grade 9 - Adopted: 2023

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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

CONTENT STANDARD	Reading Comprehension
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC	9.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANC E 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

PERFORMANC E 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.	CONTENT STANDARD	Language
	E	

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
PERFORMANC E EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK /	91.13.0	Use knowledge of reading foundational skills spelling natterns and generalizations such as syllable natterns

BENCHMARK / PROFICIENCY

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
PERFORMANC E EXPECTATION	Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY

F.

9.RC.1.R 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 /	9.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when

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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.

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Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANC E 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 I 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 /	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.

STRAND / **TOPIC**

PROFICIENCY

F.

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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

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

BENCHMARK /

PROFICIENCY

BENCHMARK /

PROFICIENCY

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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Reading Comprehension

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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 / Grade 9 English Language Arts Standards TOPIC

CONTENT STANDARD	Reading Comprehension	
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PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E Informational texts.

Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

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

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

STRAND / Grade 9 English Language Arts Standards TOPIC

CONTENT STANDARD	Reading Comprehension
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PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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 ST ANDARD		Writing
PERFORMANC E EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK /	0 W/15 D	
PROFICIENCY	9.W.13.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
PROFICIENCY STRAND /		avoiding plagiarism.
STRAND / TOPIC CONTENT		avoiding plagiarism. Grade 9 English Language Arts Standards
STRAND / TOPIC CONTENT STANDARD PERFORMANC E		avoiding plagiarism. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when
STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND /		Avoiding plagiarism. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT		Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 9 English Language Arts Standards
STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT STANDARD	9.V.1.	Orade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from
STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK /	9.V.1. 9.V.3.	Avoiding plagiarism. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Language

PERFORMANC E 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 7 Page 69-78
		Arkansas Standards
		Language Arts Grade 9 - Adopted: 2023
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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
		Grade 9 English Language Arts Standards Reading Comprehension
CONTENT		
CONTENT STANDARD PERFORMANC E	9.RC.11. RI.	Reading Comprehension
CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK/		Reading Comprehension Reading Information - Reading Information includes skills that are specific to non-fiction texts. Analyze how an author introduces and develops a central individual, event, or idea through description and
CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /	9.RC.12.	Reading Information - Reading Information includes skills that are specific to non-fiction texts. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger
CONTENT STANDARD PERFORMANC E EXPECT AT ION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	9.RC.12. RI. 9.RC.17.	Reading Information - Reading Information includes skills that are specific to non-fiction texts. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical
CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND /	9.RC.12. RI. 9.RC.17.	Reading Information - Reading Information includes skills that are specific to non-fiction texts. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
CONTENT STANDARD PERFORMANC E EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT	9.RC.12. RI. 9.RC.17.	Reading Information - Reading Information includes skills that are specific to non-fiction texts. Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing. Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text. Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance. Grade 9 English Language Arts Standards

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

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

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

PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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.

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CONTENT STANDARD		Language
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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 8 Page 79-88

Arkansas Standards Language Arts

Grade 9 - Adopted: 2023

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Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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
PERFORMANC E 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

CONTENT STANDARD		Writing
PERFORMANC E 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

TOPIC		
CONTENT STANDARD		Writing
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E EXPECTATION		Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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	I	
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Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK /	9.RC.2.R	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting

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details most contribute to the development of a central theme and/or idea.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT ST ANDARD		Writing
PERFORMANC E 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

CONTENT STANDARD		Writing
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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

CONTENT STANDARD		Language
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC		
E EXPECT ATION		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.
_	9.L.8.S.	
BENCHMARK /		Speaking and writing, including how the arrangement of words within sentences impacts the meaning. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or
BENCHMARK / PROFICIENCY STRAND /		Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.
BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT		Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations. Grade 9 English Language Arts Standards
BENCHMARK / PROFICIENCY STRAND / TOPIC CONTENT STANDARD PERFORMANC E		Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations. Grade 9 English Language Arts Standards Language

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

CONTENT STANDARD	Reading Comprehension		
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PERFORMANC E 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
PERFORMANC E EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. Rl.	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
PERFORMANC E 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 / FOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANC E 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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Organize ideas, concepts, and information, using major sections

DESCRIPTOR

CONTENT		Writing
STRAND / TOPIC		Grade 9 English Language Arts Standards
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.
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.9.P.	Write with stamina during single sessions and over extended periods of time.
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.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
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.
PERFORMANC E EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
CONTENT STANDARD		Writing
STRAND / TOPIC		Grade 9 English Language Arts Standards
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop the topic, context, narrative elements, and point of view and/or perspective.
BENCHMARK / PROFICIENCY	9.W.3.S.	Write to express real or imagined experiences and/or events:
PERFORMANC E EXPECTATION		Style - Writing style includes different types of writing for different purposes.
CONTENT STANDARD		Writing
STRAND / TOPIC		Grade 9 English Language Arts Standards
DESCRIPTOR		Maintain a cohesive informational structure, clarifying the relationships among ideas, concepts, and information.
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections and distinctions when appropriate.

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

TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

Grade 9 English Language Arts Standards

STRAND /

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

Arkansas Standards
Language Arts
Grade 9 - Adopted: 2023

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Writing
PERFORMANC E 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
PERFORMANC E 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
		Grade 9 English Language Arts Standards Writing
CONTENT		
CONTENT STANDARD PERFORMANC E	9.W.4.P.	Writing
CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK/	9.W.4.P. 9.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task,
CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /		Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when
CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK /	9.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons,
CONTENT STANDARD PERFORMANC E EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	9.W.5.P. 9.W.7.P. 9.W.9.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.

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CONTENT		Writing
STANDARD		
PERFORMANC E EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
LAI LOTATION		
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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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

PERFORMANC E 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.
TRAND / OPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E 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
TRAND / OPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E 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.
TRAND /		Grade 9 English Language Arts Standards
CONTENT		Language
PERFORMANC E 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
TRAND / OPIC		Grade 9 English Language Arts Standards
CONTENT		Language
PERFORMANC E 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 /	9.L.8.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or

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presentations.

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANC E 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
PERFORMANC E 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		
PERFORMANC E EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	9.RC.11. Rl.	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. Rl.	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

	CONTENT		Writing					
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PERFORMANC E 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	
PERFORMANC E 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	
PERFORMANC E 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	
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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
PERFORMANC E 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.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 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				
PERFORMANC E EXPECT ATION 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.		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		
PERFORMANC E 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	DESCRIPTOR Select well-chosen facts, extended definitions, quotations, commentary, and/or examples, making connections distinctions when appropriate.		
DESCRIPTOR	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	
PERFORMANC E 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	RIPTOR Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture o conflict, setting, and/or characters.		
STRAND / TOPIC		Grade 9 English Language Arts Standards	
		Grade 9 English Language Arts Standards Writing	
CONTENT			
CONTENT STANDARD PERFORMANC E	9.W.4.P.	Writing	
CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK/	9.W.4.P. 9.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task,	
CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK /		Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when	
CONTENT STANDARD PERFORMANC E EXPECTATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK /	9.W.5.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons,	
CONTENT STANDARD PERFORMANC E EXPECT ATION BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY BENCHMARK / PROFICIENCY	9.W.5.P. 9.W.7.P. 9.W.9.P.	Writing Production - Writing production includes volume and clarity of writing and the writing process. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate. Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.	

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CONTENT ST ANDARD		Writing
PERFORMANC E 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	3	
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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 ST ANDARD		Language
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 14 Page 139-144

Arkansas Standards Language Arts Grade 9 - Adopted: 2023

STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
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CONTENT		Language
CONTENT		Language 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.
CONTENT STANDARD PERFORMANC E	9.L.6.S.	Structure - Language structure involves correct use of parts of speech and creating sentences in

CONTENT STANDARD		Language
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 7: INVENTIVE WRITING Week 15 Page 145-160

Arkansas Standards Language Arts Grade 9 - Adopted: 2023

STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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 / **Grade 9 English Language Arts Standards** TOPIC

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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.
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.
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

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

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

Arkansas Standards Language Arts

Grade 9 - Adopted: 2023

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Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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
PERFORMANC E 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

CONTENT ST ANDARD		Writing
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 a 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
		Writing
CONTENT STANDARD		

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.
PERFORMANC E 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.
PERFORMANC E 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 ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 17 Page 183-194

Arkansas Standards Language Arts Grade 9 - Adopted: 2023

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

CONTENT STANDARD	Reading Comprehension
PERFORMANC E 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 /		Grade 9 English Language Arts Standards

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CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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
PERFORMANC E 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

CONTENT STANDARD	Writing		

PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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
PERFORMANC E 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.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
DESCRIPTOR Adverbial
STRAND / Grade 9 English Language Arts Standards TOPIC
CONTENT Language STANDARD
PERFORMANC E 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 / 9.L.8.S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.
STRAND / Grade 9 English Language Arts Standards TOPIC
CONTENT Language STANDARD
PERFORMANC E EXPECT ATION Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / 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 English Language Arts Standards

Grade 9 - Adopted: 2023

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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**

STRAND / TOPIC

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

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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 /	9.W.15.R.	Paraphrase and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and

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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.
PERFORMANC E 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 ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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
		Grade 9 English Language Arts Standards Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
CONTENT	9.V.5.	
CONTENT STANDARD PERFORMANC E		Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND /		Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT		Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience. Grade 9 English Language Arts Standards
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT STANDARD PERFORMANC E		Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience. Grade 9 English Language Arts Standards Collaborative Communication Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking
CONTENT STANDARD PERFORMANC E EXPECTATION STRAND / TOPIC CONTENT STANDARD PERFORMANC E EXPECTATION	9.V.5. 9.CC.5.S	Vocabulary - Vocabulary includes understanding and using words to communicate effectively. Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience. Grade 9 English Language Arts Standards Collaborative Communication Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

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

PROFICIENCY

BENCHMARK / 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
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Writing
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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.
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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.
STRAND / TOPIC		Grade 9 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 /	Grade 9 English Language Arts Standards
TOPIC	

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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 / Grade 9 English Language Arts Standards TOPIC

CONTENT STANDARD	Reading Comprehension
PERFORMANC E 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		
PERFORMANC E 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		
PERFORMANC E 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		
PERFORMANC E 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
PERFORMANC E 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 ST ANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E 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.
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 9: FORMAL CRITIQUE Week 21 Page 237-240

Arkansas Standards Language Arts Grade 9 - Adopted: 2023

STRAND / TOPIC

Grade 9 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E 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 /	9.RC.4.R	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / TOPIC

PROFICIENCY F.

CONTENT STANDARD		Reading Comprehension	
PERFORMANC E 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.	

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CONTENT STANDARD		Writing
PERFORMANC E		Style - Writing style includes different types of writing for different purposes.
EXPECTATION		
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
PERFORMANC E 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
PERFORMANC E 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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Grade 9 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E EXPECTATION	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.
PERFORMANC E 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
PERFORMANC E 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

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BENCHMARK / PROFICIENCY

Grade 9 English Language Arts Standards

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

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.