# Main Criteria: Structure and Style for Students

Secondary Criteria: Arizona's College and Career Ready Standards

**Subject:** Language Arts

**Grade:** 9

## **Structure and Style for Students**

#### RESPONSE TO LITERATURE Week 22 Page 241-248

### **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
EXPECTATION		
STRAND	AZ.9- 10.W.	Writing Standards
		Writing Standards  Text Types and Purposes
STRAND CONCEPT /		·
STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	10.W.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective
STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9-10.W.3.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth
STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	9-10.W.3. 9-10.W.3.a.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines,

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE /	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### RESPONSE TO LITERATURE Week 23 Page 249-262

# Arizona's College and Career Ready Standards

Language Arts			
Grade <b>9</b> - Adopted: <b>2016</b>			
STRAND	AZ.9- 10.RL.	Reading Standards for Literature	
CONCEPT / STANDARD		Key Ideas and Details	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
STRAND	AZ.9- 10.RL.	Reading Standards for Literature	
CONCEPT / STANDARD		Craft and Structure	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	
STRAND	AZ.9- 10.RL.	Reading Standards for Literature	
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity	

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Timed Essay Week 24 Page 263-263

## **Arizona's College and Career Ready Standards**

Grade <b>9</b> - Adopted: <b>2016</b>		
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / PROFICIENCY	9-10.L.4. 9- 10.L.4.b.	based on grades 9–10 reading and content, choosing flexibly from a range of
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9-	based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	9- 10.L.4.b.	based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b. 9- 10.L.4.d.	based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase.

#### UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

## **Arizona's College and Career Ready Standards**

#### **Language Arts**

Grade **9** - Adopted: **2016** 

STRAND AZ.9-10.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellon one, in groups, and teacher led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
CONCEPT /		
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	10.L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9-10.L.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	9-10.L.4. 9-10.L.4.b.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	9-10.L.4.b.  9-10.L.4.b.  AZ.9-	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase.

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

# **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with wellEchosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
GRADE LEVEL		Use correct spelling.  Language Standards
GRADE LEVEL EXPECTATION	10.L.2.c. AZ.9-	

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

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

## **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
EXPECTATION		
	AZ.9- 10.W.	Writing Standards
EXPECTATION		Writing Standards  Range of Writing
STRAND  CONCEPT /		
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	<b>10.W.</b>	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	9- 10.W.10. AZ.9- 10.SL.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards  Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume,
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10. AZ.9- 10.SL.4.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards  Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

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words and phrases, sufficient readiness level; demonstrate a word or phrase important to

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

## **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE /	9-	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines,

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL	9- 10.L.2.c.	Use correct spelling.
EXPECTATION		
STRAND	AZ.9- 10.L.	Language Standards
		Language Standards  Vocabulary Acquisition and Use
STRAND CONCEPT /		
STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	10.L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of
STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9-10.L.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	9-10.L.4. 9-10.L.4.b.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 9-10.L.6.

Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
STRAND  CONCEPT / STANDARD		Reading Standards for Literature  Craft and Structure
CONCEPT /		
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	<b>10.RL.</b> 9-	Craft and Structure  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY	9- 10.RL.4.	Craft and Structure  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.  Analyze how an author's choices concerning how to structure a text, order events within it, and

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
STRAND  CONCEPT / STANDARD		Language Standards  Conventions of Standard English
CONCEPT /		
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	10.L.	Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9-10.L.1.	Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION	9-10.L.1. 9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	9-10.L.1. 9-10.L.1.b.	Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  Language Standards

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# Arizona's College and Career Ready Standards

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND  CONCEPT / STANDARD		Writing Standards  Range of Writing
CONCEPT /		
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	9- 10.W.10. AZ.9- 10.SL.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking and Listening Standards  Comprehension and Collaboration  Initiate and participate effectively in a range of collaborative discussions (one@on@one, in groups, and teacher@led) with diverse partners on grades 9–10 topics, texts, and

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

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

## **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlled) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND  CONCEPT / STANDARD		Writing Standards  Range of Writing
CONCEPT /		
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Language Standards
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	9- 10.W.10. AZ.9- 10.L.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9- 10.W.10. AZ.9- 10.L.1.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# Arizona's College and Career Ready Standards

Grade 9 - Adopted: 2016		
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradellspecific expectations for writing types are defined in standards 1–3 above.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

# **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND  CONCEPT / STANDARD		Writing Standards  Range of Writing
CONCEPT /		
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	9- 10.W.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Language Standards
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	9- 10.W.10. AZ.9- 10.L.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9- 10.W.10. AZ.9- 10.L.1.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# **Arizona's College and Career Ready Standards**

Grade <b>9</b> - Adopted: <b>2016</b>		
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selful generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / PROFICIENCY	9- 10.W.9.b.	
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9-	research.
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.  Writing Standards
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	9- 10.W.9.b. AZ.9- 10.W.	research.  Apply grades 9-10 Reading standards to informational and nonfiction text.  Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.b. AZ.9- 10.W.	Apply grades 9-10 Reading standards to informational and nonfiction text.  Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND	9- 10.W.9.b. AZ.9- 10.W.	Apply grades 9-10 Reading standards to informational and nonfiction text.  Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Language Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / 9- Apply grades 9-10 Reading standards to informational and nonfiction text.  GRADE LEVEL 10.W.9.b.  EXPECTATION  AZ.9- Writing Standards	
10.W.	
CONCEPT / Range of Writing STANDARD	
PERFORMANC 9- Write routinely over extended time frames (time for research, reflection, and revision) and sho E OBJECTIVE / 10.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. PROFICIENCY LEVEL	
STRAND AZ.9- Language Standards 10.L.	
CONCEPT / Conventions of Standard English STANDARD	
PERFORMANCE 9-10.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  PROFICIENCY	ge
LEVEL	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and GRADE LEVEL 10.L.1.b. absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and GRADE LEVEL 10.L.1.b. absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / Conventions of Standard English	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY  PO-10.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / 9- Use correct spelling.  GRADE LEVEL  Use correct spelling.	
OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standard English  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Use correct spelling.  STRAND  AZ.9- Language Standards  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  CONCEPT / STANDARD  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  Use correct spelling.  STRAND  AZ.9- Language Standards	
OBJECTIVE / GRADE LEVEL 10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL 10.L.2.  OBJECTIVE / GRADE LEVEL 210.L.2.  STRAND AZ.9- Language Standards  Use correct spelling.  CONCEPT / Knowledge of Language  Knowledge of Language	ic
OBJECTIVE / GRADE LEVEL 10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE 0BJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  Use correct spelling.  Use correct spelling.  Knowledge of Language  FUND AZ.9- Language Standards  Knowledge of Language  PERFORMANCE OBJECTIVE / STANDARD  PERFORMANCE OBJECTIVE / STANDARD  AZ.9- Language Standards  AZ.9- Language Standards	ic
OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Lunguage Standard English STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / STANDARD  AZ.9- Language Standards  Use various types of phrases (noun, verb, adjectival, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  CONCEPT / STANDARD  AZ.9- Language Standards  CONCEPT / STANDARD  AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / POIL.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more when reading or listening.  OBJECTIVE / STANDARD  OBJECTIVE / POIL.3. Write and edit work so that it conforms to the guidelines in a style manual.	ic

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
STRAND  CONCEPT / STANDARD		Language Standards  Vocabulary Acquisition and Use

# UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

# **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
		Acquire and use accurately general academic and domain@specific words and phrases, sufficient

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# **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND  CONCEPT / STANDARD		Writing Standards  Research to Build and Present Knowledge
CONCEPT /		
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects to answer a question (including a self) generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.W.7.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.  9-10.W.8.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	9-10.W.7.  9-10.W.8.	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  Writing Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
CTDAND		the second section is
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
CONCEPT /		
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY	10.L.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9-10.L.3.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION	9-10.L.3. 9-10.L.3.a.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual.
CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	9-10.L.3. 9-10.L.3.a.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual.  Language Standards

### UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

# **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC	9-	Analyze how an author's choices concerning how to structure a text, order events within it, and
E OBJECTIVE / PROFICIENCY LEVEL	10.RL.5.	manipulate time create such effects as mystery, tension, or surprise.
PROFICIENCY	10.RL.5. AZ.9- 10.RL.	
PROFICIENCY LEVEL	AZ.9-	manipulate time create such effects as mystery, tension, or surprise.
PROFICIENCY LEVEL  STRAND  CONCEPT /	AZ.9-	manipulate time create such effects as mystery, tension, or surprise.  Reading Standards for Literature
PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.9- 10.RL.	manipulate time create such effects as mystery, tension, or surprise.  Reading Standards for Literature  Integration of Knowledge and Ideas
PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.9.	manipulate time create such effects as mystery, tension, or surprise.  Reading Standards for Literature  Integration of Knowledge and Ideas  Analyze how an author draws on and transforms source material in a specific work.
PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	9- 10.RL.9.	Reading Standards for Literature  Integration of Knowledge and Ideas  Analyze how an author draws on and transforms source material in a specific work.  Reading Standards for Literature
PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	9- 10.RL.9. AZ.9- 10.RL.	Reading Standards for Literature  Integration of Knowledge and Ideas  Analyze how an author draws on and transforms source material in a specific work.  Reading Standards for Literature  Range of Reading and Level of Text Complexity  By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# **Arizona's College and Career Ready Standards**

STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selful generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / 9- Apply grades 9-10 Reading standards to informational and nonfiction text.  GRADE LEVEL 10.W.9.b.  EXPECTATION  AZ.9- Writing Standards	
10.W.	
CONCEPT / Range of Writing STANDARD	
PERFORMANC 9- Write routinely over extended time frames (time for research, reflection, and revision) and sho E OBJECTIVE / 10.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. PROFICIENCY LEVEL	
STRAND AZ.9- Language Standards 10.L.	
CONCEPT / Conventions of Standard English STANDARD	
PERFORMANCE 9-10.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  PROFICIENCY	ge
LEVEL	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and GRADE LEVEL 10.L.1.b. absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and GRADE LEVEL 10.L.1.b. absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / Conventions of Standard English	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY  PO-10.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / 9- Use correct spelling.  GRADE LEVEL  Use correct spelling.	
OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standard English  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Use correct spelling.  STRAND  AZ.9- Language Standards  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  CONCEPT / STANDARD  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  Use correct spelling.  STRAND  AZ.9- Language Standards	
OBJECTIVE / GRADE LEVEL 10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL 10.L.2.  OBJECTIVE / GRADE LEVEL 210.L.2.  STRAND AZ.9- Language Standards  Use correct spelling.  CONCEPT / Knowledge of Language  Knowledge of Language	ic
OBJECTIVE / GRADE LEVEL 10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE 0BJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  Use correct spelling.  Use correct spelling.  Knowledge of Language  FUND AZ.9- Language Standards  Knowledge of Language  PERFORMANCE OBJECTIVE / STANDARD  PERFORMANCE OBJECTIVE / STANDARD  AZ.9- Language Standards  AZ.9- Language Standards	ic
OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Lunguage Standard English STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / STANDARD  AZ.9- Language Standards  Use various types of phrases (noun, verb, adjectival, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  CONCEPT / STANDARD  AZ.9- Language Standards  CONCEPT / STANDARD  AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / POIL.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more when reading or listening.  OBJECTIVE / STANDARD  OBJECTIVE / POIL.3. Write and edit work so that it conforms to the guidelines in a style manual.	ic

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
STRAND  CONCEPT / STANDARD		Language Standards  Vocabulary Acquisition and Use

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# **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND  CONCEPT / STANDARD		Research to Build and Present Knowledge

OBJECTIVE / 9- Apply grades 9-10 Reading standards to informational and nonfiction text.  GRADE LEVEL 10.W.9.b.  EXPECTATION  AZ.9- Writing Standards	
10.W.	
CONCEPT / Range of Writing STANDARD	
PERFORMANC 9- Write routinely over extended time frames (time for research, reflection, and revision) and sho E OBJECTIVE / 10.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. PROFICIENCY LEVEL	
STRAND AZ.9- Language Standards 10.L.	
CONCEPT / Conventions of Standard English STANDARD	
PERFORMANCE 9-10.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  PROFICIENCY	ge
LEVEL	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and GRADE LEVEL 10.L.1.b. absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and GRADE LEVEL 10.L.1.b. absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / Conventions of Standard English	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY  PO-10.L.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
OBJECTIVE / 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / 9- Use correct spelling.  GRADE LEVEL  Use correct spelling.	
OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standard English  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Use correct spelling.  STRAND  AZ.9- Language Standards  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  CONCEPT / STANDARD  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  Use correct spelling.  STRAND  AZ.9- Language Standards	
OBJECTIVE / GRADE LEVEL 10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL 10.L.2.  OBJECTIVE / GRADE LEVEL 210.L.2.  STRAND AZ.9- Language Standards  Use correct spelling.  CONCEPT / Knowledge of Language  Knowledge of Language	ic
OBJECTIVE / GRADE LEVEL 10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  STRAND AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE 0BJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  Use correct spelling.  Use correct spelling.  Knowledge of Language  FUND AZ.9- Language Standards  Knowledge of Language  PERFORMANCE OBJECTIVE / STANDARD  PERFORMANCE OBJECTIVE / STANDARD  AZ.9- Language Standards  AZ.9- Language Standards	ic
OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Lunguage Standard English STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / STANDARD  AZ.9- Language Standards  Use various types of phrases (noun, verb, adjectival, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  AZ.9- Language Standards  CONCEPT / STANDARD  AZ.9- Language Standards  CONCEPT / STANDARD  AZ.9- Language Standards  CONCEPT / STANDARD  PERFORMANCE OBJECTIVE / POIL.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more when reading or listening.  OBJECTIVE / STANDARD  OBJECTIVE / POIL.3. Write and edit work so that it conforms to the guidelines in a style manual.	ic

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
STRAND  CONCEPT / STANDARD		Language Standards  Vocabulary Acquisition and Use

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

# **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfl generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.b.	Use a colon to introduce a list or quotation.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

# **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE /	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures
PROFICIENCY LEVEL		appropriate to grade 9.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with wellEchosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.b.	Use a colon to introduce a list or quotation.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / PROFICIENCY LEVEL		Strategies.
PROFICIENCY	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	_	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase.

### UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

# **Arizona's College and Career Ready Standards**

Language Arts

Grade 9 - Adopted: 2016

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL	9- 10.L.2.c.	Use correct spelling.

**EXPECTATION** 

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

# **Arizona's College and Career Ready Standards**

		Grade <b>9</b> - Adopted: <b>2016</b>
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.e.	Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.