Main Criteria: Structure and Style for Students

Secondary Criteria: Colorado Academic Standards (CAS)

Subject: Language Arts
Grade: 9

### Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

# Colorado Academic Standards (CAS) Language Arts

Grade 9 - Adopted: 2018

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CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2. 1.a.iii.	Analyze how complex characters (for example: 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. (CCSS: RL.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.H1.2	Use Craft and Structure to:

OUTCOMES

.1.b.

INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2. 1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

#### CONTENT AREA

#### RW.H1.2. Reading for All Purposes

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STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3. 3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
INDICATOR	RW.H1.3. 3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)

INDICATOR	RW.H1.3. 3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
INDICATOR	RW.H1.3. 3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
INDICATOR	RW.H1.3. 3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)

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

# Colorado Academic Standards (CAS) Language Arts Grade 9 - Adopted: 2018

CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.2.	Reading for All Purposes

RW.H1.2 Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

STANDARD

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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2. 1.a.iii.	Analyze how complex characters (for example: 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. (CCSS: RL.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2. 1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
		Reading for All Purposes  Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA	RW.H1.2	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.H1.2 .3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.  Evidence Outcomes  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. (CCSS: L.9-
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.H1.2 .3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.  Evidence Outcomes  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. (CCSS: L.9-10.6)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.H1.2 .3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.  Evidence Outcomes  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. (CCSS: L.9-10.6)  Writing and Composition  Write informative/explanatory texts using complex ideas and organizational structures and features
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2 .3. RW.H1.2. 3.c.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.  Evidence Outcomes  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. (CCSS: L.9-10.6)  Writing and Composition  Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.

INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3. 3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
INDICATOR	RW.H1.3. 3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
INDICATOR	RW.H1.3. 3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
INDICATOR	RW.H1.3. 3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
INDICATOR	RW.H1.3. 3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.4. 1.a.	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. (CCSS: W.9-10.7)
EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)
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		Colorado Academic Standards (CAS)
		Language Arts
		Grade 9 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.b.	Use Craft and Structure to:

INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)

CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical p
CONCEDIC		Fuidance Outcomes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### CONTENT **AREA**

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

#### CONTENT **AREA**

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE		Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

## OUTCOMES

3.c.

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. (CCSS: L.9-10.6)

#### CONTENT **AREA**

#### RW.H1.3. Writing and Composition

STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16
		Colorado Academic Standards (CAS)
		Language Arts  Grade 9 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1 .1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.1 .1.a.	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 issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
INDICATOR	RW.H1.1. 1.a.i.	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. (CCSS: SL.9-10.1a)
INDICATOR	RW.H1.1. 1.a.ii.	Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
INDICATOR	RW.H1.1. 1.a.iii.	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. (CCSS: SL.9-10.1c)
INDICATOR	RW.H1.1. 1.a.iv.	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 in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)
CONTENT	RW.H1.1.	Oral Expression and Listening

### **AREA**

STANDARD	RW.H1.1 .2.	Organize and develop credible presentations tailored to purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 2.a.	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. (CCSS: SL.9-10.4)

#### CONTENT AREA

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)

# CONTENT AREA

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)

RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
RW.H1.3.	Writing and Composition
RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
	Evidence Outcomes
RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
RW.H1.4.	Research Inquiry and Design
RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
	Evidence Outcomes
RW.H1.4. 1.a.	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. (CCSS: W.9-10.7)
RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)
	2.a.i.  RW.H1.3. 2.a.iv.  RW.H1.3. 4.a.  RW.H1.3. 4.d.  RW.H1.3. 4.g.  RW.H1.4.  RW.H1.4.  RW.H1.4.

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

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

#### CONTENT AREA

#### RW.H1.1. Oral Expression and Listening

STANDARD	RW.H1.1	Organize and develop credible presentations tailored to purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 2.a.	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. (CCSS: SL.9-10.4)

#### CONTENT AREA

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)

#### CONTENT AREA

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)

INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)

EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.a.	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. (CCSS: W.9-10.7)

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

# Colorado Academic Standards (CAS) Language Arts Grade 9 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1	Organize and develop credible presentations tailored to purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes

OUTCOMES

EVIDENCE OUTCOMES	RW.H1.1. 2.a.	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. (CCSS: SL.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2. 1.a.iii.	Analyze how complex characters (for example: 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. (CCSS: RL.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2. 1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write engaging real or imagined narratives using multiple plot lines.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3. 3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
INDICATOR	RW.H1.3. 3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
INDICATOR	RW.H1.3. 3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
INDICATOR	RW.H1.3. 3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
INDICATOR	RW.H1.3. 3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46
		Colorado Academic Standards (CAS)
		Language Arts Grade 9 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1	Organize and develop credible presentations tailored to purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 2.a.	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. (CCSS: SL.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2. 1.a.iii.	Analyze how complex characters (for example: 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. (CCSS: RL.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2. 1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3. 3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-

10.3a)

INDICATOR	RW.H1.3. 3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
INDICATOR	RW.H1.3. 3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
INDICATOR	RW.H1.3. 3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
INDICATOR	RW.H1.3. 3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
		Writing and Composition  Use a recursive writing process to produce, publish, and update individual or shared writing projects.
AREA	RW.H1.3	
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.  Evidence Outcomes
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.H1.3 .4.b. RW.H1.3 .4.b.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)  Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.H1.3 .4.b. RW.H1.3 .4.b.iii.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)  Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.H1.3 .4.b. RW.H1.3 .4.b.iii. RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.  Evidence Outcomes  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)  Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)  Writing and Composition

EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		Colorado Academic Standards (CAS)  Language Arts  Grade 9 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1	Organize and develop credible presentations tailored to purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1. 2.a.	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. (CCSS: SL.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)

INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2. 1.a.iii.	Analyze how complex characters (for example: 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. (CCSS: RL.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary element
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2. 1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary element
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range.

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#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT	RW.H1.2.	Reading for All Purposes

## AREA

STANDARD

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)

RW.H1.2 Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

# CONTENT AREA

#### RW.H1.3. Writing and Composition

STANDARD	RW.H1.3 .3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS I EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3. 3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
INDICATOR	RW.H1.3. 3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
INDICATOR	RW.H1.3. 3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
INDICATOR	RW.H1.3. 3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)

INDICATOR	RW.H1.3. 3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)

#### Colorado Academic Standards (CAS) Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1 .1.	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.1 .1.a.	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 issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
INDICATOR	RW.H1.1. 1.a.i.	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. (CCSS: SL.9-10.1a)
INDICATOR	RW.H1.1. 1.a.ii.	Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
INDICATOR	RW.H1.1. 1.a.iii.	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. (CCSS: SL.9-10.1c)
INDICATOR	RW.H1.1. 1.a.iv.	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 in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
		Reading for All Purposes  Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
AREA	RW.H1.2	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.H1.2 .3.a. RW.H1.2 .3.a.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.  Evidence Outcomes  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. (CCSS: L.9-10.4)  Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.H1.2 .3.a. RW.H1.2 .3.a.i. RW.H1.2. 3.a.iv.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.  Evidence Outcomes  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. (CCSS: L.9-10.4)  Use context (for example: 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. (CCSS: L.9-10.4a)  Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  CONTENT	RW.H1.2 .3.a. RW.H1.2 .3.a.i. RW.H1.2. 3.a.iv.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.  Evidence Outcomes  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. (CCSS: L.9-10.4)  Use context (for example: 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. (CCSS: L.9-10.4a)  Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)

STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.a.	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. (CCSS: W.9-10.7)
EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)
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#### UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

### Colorado Academic Standards (CAS) Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.1.	Oral Expression and Listening
STANDARD	RW.H1.1	Respond to others' ideas, and evaluate perspective and rhetoric.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.1 .1.a.	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 issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)
INDICATOR	RW.H1.1. 1.a.i.	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. (CCSS: SL.9-10.1a)
INDICATOR	RW.H1.1. 1.a.ii.	Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)
INDICATOR	RW.H1.1. 1.a.iii.	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. (CCSS: SL.9-10.1c)
INDICATOR	RW.H1.1. 1.a.iv.	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 in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)
CONTENT	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
NDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2.	Analyze how the author unfolds 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. (CCSS: RI.9-

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CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical p
CONCEPTS AND SKILLS /		Evidence Outcomes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)

#### CONTENT AREA

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

#### CONTENT AREA

## RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.H1.2.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

# OUTCOMES

RW.H1.2.

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. (CCSS: L.9-10.6)

#### CONTENT AREA

# $\textbf{RW.H1.3.} \ \ \textbf{Writing and Composition}$

STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)

INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)

EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.a.	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. (CCSS: W.9-10.7)
EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88
		Colorado Academic Standards (CAS)
		Language Arts Grade 9 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2.	
	3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	3.a.iv.	
	3.a.iv.	meaning in context or in a dictionary). (CCSS: L.9-10.4d)
AREA	3.a.iv.  RW.H1.2.	meaning in context or in a dictionary). (CCSS: L.9-10.4d)  Reading for All Purposes  Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	3.a.iv.  RW.H1.2.	meaning in context or in a dictionary). (CCSS: L.9-10.4d)  Reading for All Purposes  Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
AREA		
STANDARD	RW.H1.4	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		projects that show an understanding of the subject.  Evidence Outcomes

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

# Colorado Academic Standards (CAS) Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.H1.2	Use Key Ideas and Details to:

OUTCOMES

.1.a.

INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
		Writing and Composition  Write engaging real or imagined narratives using multiple plot lines.
AREA	RW.H1.3	
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.H1.3	Write engaging real or imagined narratives using multiple plot lines.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.H1.3 .3.	Write engaging real or imagined narratives using multiple plot lines.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, well-
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.H1.3 .3. RW.H1.3 .3.a.	Write engaging real or imagined narratives using multiple plot lines.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)  Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.H1.3 .3.a. RW.H1.3 .3.a.i.	Write engaging real or imagined narratives using multiple plot lines.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)  Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.H1.3 .3.a.  RW.H1.3 .3.a.i.  RW.H1.3. 3.a.ii.	Write engaging real or imagined narratives using multiple plot lines.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)  Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
	RW.H1.3.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EVIDENCE OUTCOMES	4.g.	single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)

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

Colorado Academic Standards (CAS)

Language Arts

Grade 9 - Adopted: 2018

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.H1.4.	Conduct short as well as more sustained research projects to answer a question (including a self-generated

EVIDENCE	RW.H1.4.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the
OUTCOMES	1.b.	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. (adapted from CCSS:
		W.9-10.8)

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

#### Colorado Academic Standards (CAS) Language Arts

		Language Arts Grade 9 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)
CONTENT	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)

INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT	DW 111 4	
AREA	RVV.H1.4.	Research Inquiry and Design
		Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
AREA	RW.H1.4	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research
STANDARD  CONCEPTS AND SKILLS I EVIDENCE	RW.H1.4	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.  Evidence Outcomes

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

# Colorado Academic Standards (CAS) Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT	RW.H1.2.	Reading for All Purposes

**AREA** 

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .2.	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.a.	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. (CCSS: W.9-10.7)

EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138
		Colorado Academic Standards (CAS)  Language Arts  Grade 9 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writin 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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)	
INDICATOR	RW.H1.3. 2.a.i.	ntroduce a topic; organize complex ideas, concepts, and information to make important connections and listinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when iseful to aiding comprehension. (CCSS: W.9-10.2a)	
INDICATOR	RW.H1.3. 2.a.ii.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or ther information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)	
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)	
INDICATOR	RW.H1.3. 2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)	
CONTENT AREA	RW.H1.3.	Writing and Composition	
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)	
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)	
CONTENT AREA	RW.H1.3.	Writing and Composition	
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)	
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)	
CONTENT AREA	RW.H1.3.	Writing and Composition	
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)	

INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		Colorado Academic Standards (CAS)
		Language Arts
		Grade 9 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONT	<b>ENT</b>
<b>ARFA</b>	

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)

EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		

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

# Colorado Academic Standards (CAS) Language Arts

Grade 9 - Adopted: 2018

Prepared Graduates in Reading, Writing, and Communicating

CONTENT AREA

1.a.iii.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2.	Analyze how complex characters (for example: 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. (CCSS: RL.9-10.3)

CONT	<b>ENT</b>
<b>ADEA</b>	

CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2. 1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.H1.2. 1.c.ii.	Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9)
CONTENT	RW.H1.2.	Reading for All Purposes

# CONTENT AREA

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

# CONTENT AREA

### RW.H1.2. Reading for All Purposes

STANDARD I	RW.H1.2 2.	Understand the logical progression of ideas in increasingly complex texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .3.	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.H1.3 .3.a.	
AND SKILLS / EVIDENCE OUT COMES		Write narratives to develop real or imagined experiences or events using effective technique, well-

INDICATOR	RW.H1.3. 3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
INDICATOR	RW.H1.3. 3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
INDICATOR	RW.H1.3. 3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes

EVIDENCE OUT COMES	RW.H1.4 .1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9)
INDICATOR	RW.H1.4. 1.c.i.	Apply grades 9-10 Reading standards to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9)
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182
		Colorado Academic Standards (CAS)
		Language Arts Grade <b>9</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Understand the logical progression of ideas in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
	3.c.	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. (CCSS: L.9-
OUTCOMES	3.c.	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. (CCSS: L.9-10.6)
OUTCOMES  CONTENT AREA	3.c.  RW.H1.3.	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. (CCSS: L.9-10.6)  Writing and Composition  Write informative/explanatory texts using complex ideas and organizational structures and features
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	3.c.  RW.H1.3.	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. (CCSS: L.9-10.6)  Writing and Composition  Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.

useful to aiding comprehension. (CCSS: W.9-10.2a)

INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition

STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.a.	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. (CCSS: W.9-10.7)
EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)

## UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

# Colorado Academic Standards (CAS) Language Arts

Grade 9 - Adopted: 2018

CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	6	Craft arguments using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.H1.2. 2.c.i.	Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.910.7)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT	RW.H1.3	Writing and Composition
AREA		Withing and Composition
		Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
AREA	RW.H1.3	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.H1.3	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.  Evidence Outcomes
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.H1.3 .1.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.  Evidence Outcomes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.H1.3 .1. RW.H1.3 .1.a.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.  Evidence Outcomes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)  Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.H1.3 .1.a. RW.H1.3 .1.a.i.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.  Evidence Outcomes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)  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. (CCSS: W.9-10.1a)  Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.H1.3 .1.a. RW.H1.3. 1.a.i. RW.H1.3. 1.a.ii.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.  Evidence Outcomes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)  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. (CCSS: W.9-10.1a)  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. (CCSS: W.910.1b)  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR	RW.H1.3 .1.a. RW.H1.3. 1.a.i. RW.H1.3. 1.a.ii. RW.H1.3. 1.a.v.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.  Evidence Outcomes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)  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. (CCSS: W.9-10.1a)  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. (CCSS: W.910.1b)  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  INDICATOR  CONTENT	RW.H1.3 .1.a.  RW.H1.3 .1.a.i.  RW.H1.3. 1.a.ii.  RW.H1.3. 1.a.v.  RW.H1.3. 1.a.v.	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.  Evidence Outcomes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)  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. (CCSS: W.9-10.1a)  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. (CCSS: W.910.1b)  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)  Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.v.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)

CONT	ENT
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#### RW.H1.3. Writing and Composition

STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.a.	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. (CCSS: W.9-10.7)
EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)
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# Colorado Academic Standards (CAS) Language Arts

Grade 9 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	6	Craft arguments using techniques specific to the genre.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)

INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
INDICATOR	RW.H1.3. 1.a.i.	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. (CCSS: W.9-10.1a)
INDICATOR	RW.H1.3. 1.a.ii.	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. (CCSS: W.910.1b)
INDICATOR	RW.H1.3. 1.a.v.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)
INDICATOR	RW.H1.3. 1.a.vi.	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)

INDICATOR	RW.H1.3. 2.a.i.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)
INDICATOR	RW.H1.3. 2.a.ii.	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. (CCSS: W.9-10.2b)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
INDICATOR	RW.H1.3. 2.a.v.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)
INDICATOR	RW.H1.3. 2.a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.910.2f)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.ii.	Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.a.	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. (CCSS: W.9-10.7)
EVIDENCE OUTCOMES	RW.H1.4.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to

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

# Colorado Academic Standards (CAS) Language Arts Grade 9 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

#### CONTENT AREA

#### RW.H1.2. Reading for All Purposes

STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 2.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
INDICATOR	RW.H1.2. 2.a.ii.	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. (CCSS. RI.910.2)
INDICATOR	RW.H1.2. 2.a.iii.	Analyze how the author unfolds 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. (CCSS: RI.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .2.	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .2.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 2.b.i.	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 (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes

STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .1.a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)
INDICATOR	RW.H1.3. 1.a.iv.	Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUT COMES		
	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
OUTCOMES		clearly and accurately through the effective selection, organization, and analysis of content. (CCSS:
EVIDENCE OUTCOMES	. <b>2.a.</b> RW.H1.3.	clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when
EVIDENCE OUTCOMES	.2.a. RW.H1.3. 2.a.i.	clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
EVIDENCE OUT COMES  INDICATOR  INDICATOR	.2.a. RW.H1.3. 2.a.i. RW.H1.3. 2.a.ii.	clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)  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. (CCSS: W.9-10.2b)
EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR	.2.a.  RW.H1.3. 2.a.ii.  RW.H1.3. 2.a.iv.  RW.H1.3. 2.a.iv.	clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)  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. (CCSS: W.9-10.2b)  Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)  Provide a concluding statement or section that follows from and supports the information or explanation presented

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.ii.	Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
		Writing and Composition  Use a recursive writing process to produce, publish, and update individual or shared writing projects.
AREA	RW.H1.3	
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.  Evidence Outcomes  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. (CCSS: L.9-10.3)
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.H1.3 .4.c. RW.H1.3 .4.c.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.  Evidence Outcomes  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. (CCSS: L.9-10.3)  Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.H1.3 .4.c. RW.H1.3 .4.c. RW.H1.3.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.  Evidence Outcomes  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. (CCSS: L.9-10.3)  Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.H1.3 .4.c. RW.H1.3 .4.c. RW.H1.3.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.  Evidence Outcomes  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. (CCSS: L.9-10.3)  Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)  Writing and Composition

OUTCOMES  4.f. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)  EVIDENCE RW.H1.3. 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. (CCSS W.9-10.10)  CONTENT RW.H1.4. Research Inquiry and Design  STANDARD RW.H1.4. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.H1.4. 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. (CCSS: W.9-10.7)  EVIDENCE RW.H1.4. Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the UTCOMES  1.b. 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. (adapted from CCSS:			
OUTCOMES 4.g. single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)  CONTENT AREA RW.H1.4. Research Inquiry and Design  STANDARD RW.H1.4 Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.H1.4. 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. (CCSS: W.9-10.7)  EVIDENCE OUTCOMES  RW.H1.4. Gather relevant information from multiple authoritative 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. (adapted from CCSS:			advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD RW.H1.4 Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  RW.H1.4. 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. (CCSS: W.9-10.7)  EVIDENCE OUTCOMES  RW.H1.4. Gather relevant information from multiple authoritative 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. (adapted from CCSS:			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  RW.H1.4. 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. (CCSS: W.9-10.7)  EVIDENCE OUTCOMES  RW.H1.4. Gather relevant information from multiple authoritative 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. (adapted from CCSS:		RW.H1.4.	Research Inquiry and Design
EVIDENCE OUTCOMES  RW.H1.4. 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. (CCSS: W.9-10.7)  EVIDENCE OUTCOMES  RW.H1.4. Gather relevant information from multiple authoritative 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. (adapted from CCSS:	STANDARD		
OUTCOMES  1.a. 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. (CCSS: W.9-10.7)  EVIDENCE OUTCOMES  RW.H1.4. Gather relevant information from multiple authoritative 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. (adapted from CCSS:	AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES 1.b. 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. (adapted from CCSS:			question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on 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. (adapted from CCSS:

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

# Colorado Academic Standards (CAS) Language Arts Grade 9 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE

OUTCOMES

RW.H1.2 Use Key Ideas and Details to:

INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2. 1.a.iii.	Analyze how complex characters (for example: 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. (CCSS: RL.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2. 1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE		Evidence Outcomes  Use Range of Reading and Complexity of Text to:
AND SKILLS / EVIDENCE OUT COMES	RW.H1.2	
AND SKILLS I EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.H1.2 .1.d. RW.H1.2. 1.d.i.	Use Range of Reading and Complexity of Text to:  By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.H1.2 .1.d. RW.H1.2. 1.d.i. RW.H1.2. 1.d.ii.	Use Range of Reading and Complexity of Text to:  By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.H1.2 .1.d. RW.H1.2. 1.d.i. RW.H1.2. 1.d.ii.	Use Range of Reading and Complexity of Text to:  By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA	RW.H1.2 .1.d. RW.H1.2. 1.d.i. RW.H1.2. 1.d.ii.	Use Range of Reading and Complexity of Text to:  By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)  Reading for All Purposes
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPT S AND SKILLS / EVIDENCE	RW.H1.2 .1.d.  RW.H1.2. 1.d.i.  RW.H1.2. 1.d.ii.  RW.H1.2.	Use Range of Reading and Complexity of Text to:  By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)  Reading for All Purposes  Understand the logical progression of ideas in increasingly complex texts.

INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.H1.3 .3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3. 3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
INDICATOR	RW.H1.3. 3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
INDICATOR	RW.H1.3. 3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
INDICATOR	RW.H1.3. 3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
INDICATOR	RW.H1.3. 3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.4. 1.b.	Gather relevant information from multiple authoritative 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. (adapted from CCSS: W.9-10.8)
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Colorado Academic Standards (CAS)		

### Colorado Academic Standards (CAS) Language Arts

Grade 9 - Adopted: 2018

CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.2 .1.a.	Use Key Ideas and Details to:
INDICATOR	RW.H1.2. 1.a.i.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)
INDICATOR	RW.H1.2. 1.a.ii.	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. (CCSS: RL.9-10.2)
INDICATOR	RW.H1.2. 1.a.iii.	Analyze how complex characters (for example: 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. (CCSS: RL.9-10.3)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.b.	Use Craft and Structure to:
INDICATOR	RW.H1.2. 1.b.i.	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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4)
INDICATOR	RW.H1.2. 1.b.ii.	Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .1.	Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .1.d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.H1.2. 1.d.i.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
INDICATOR	RW.H1.2. 1.d.ii.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2	Understand the logical progression of ideas in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.H1.2. 2.d.i.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2 .3.a.	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. (CCSS: L.9-10.4)
INDICATOR	RW.H1.2. 3.a.i.	Use context (for example: 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. (CCSS: L.9-10.4a)
INDICATOR	RW.H1.2. 3.a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)
CONTENT AREA	RW.H1.2.	Reading for All Purposes
STANDARD	RW.H1.2 .3.	Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.2. 3.c.	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. (CCSS: L.9-10.6)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .2.a.	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. (CCSS: W.9-10.2)
INDICATOR	RW.H1.3. 2.a.iv.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Write engaging real or imagined narratives using multiple plot lines.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .3.a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)
INDICATOR	RW.H1.3. 3.a.i.	Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)
INDICATOR	RW.H1.3. 3.a.ii.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)
INDICATOR	RW.H1.3. 3.a.iii.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)
INDICATOR	RW.H1.3. 3.a.iv.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)
INDICATOR	RW.H1.3. 3.a.v.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
INDICATOR	RW.H1.3. 4.a.ii.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3 .4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: $L.9-10.2$ )
INDICATOR	RW.H1.3. 4.b.iii.	Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.H1.3 .4.c.	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. (CCSS: L.9-10.3)
INDICATOR	RW.H1.3. 4.c.i.	Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)
CONTENT AREA	RW.H1.3.	Writing and Composition
STANDARD	RW.H1.3 .4.	Use a recursive writing process to produce, publish, and update individual or shared writing projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.H1.3. 4.d.	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 expectations 1-2 above.) (CCSS: W.9-10.4)
EVIDENCE OUTCOMES	RW.H1.3. 4.e.	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. (CCSS: W.9-10.5)
EVIDENCE OUTCOMES	RW.H1.3. 4.f.	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. (CCSS: W.9-10.6)
EVIDENCE OUTCOMES	RW.H1.3. 4.g.	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. (CCSS W.9-10.10)
CONTENT AREA	RW.H1.4.	Research Inquiry and Design
STANDARD	RW.H1.4 .1.	Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.H1.4. Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the 1.b. 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. (adapted from CCSS: W.9-10.8)