Main Criteria: Structure and Style for Students

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts

Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature 9-10.

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STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

ARD / 9-10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.9-10.10. 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.

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR /	W.9-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;
GRADE LEVEL	10.8.	assess the usefulness of each source in answering the research question; integrate information into the text
EXPECTATION /		selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** 10.2. spelling when writing. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Apply knowledge of language to understand how language functions in different contexts, to make **GRADE LEVEL** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. **TOPIC** 10.3(a) CONTENT HI.CC.L.9 Language Standards STANDARD / -10. **COURSE** STANDARD / **Vocabulary Acquisition and Use PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **GRADE LEVEL** 10.4 grades 9-10 reading and content, choosing flexibly from a range of strategies. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **TOPIC** 10.4(a) as a clue to the meaning of a word or phrase. EXPECTATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **TOPIC** 10.4(d) context or in a dictionary). CONTENT HI.CC.L.9 Language Standards -10.

STANDARD / COURSE

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, **GRADE LEVEL** speaking, and listening at the college and career readiness level; demonstrate independence in gathering EXPECTATION / vocabulary knowledge when considering a word or phrase important to comprehension or expression. **BENCHMARK**

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Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Key Ideas and Details

INDICATOR / **GRADE LEVEL** 10.1. EXPECTATION / **BENCHMARK**

RL.9-

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

RL.9-10.2.

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

RL.9-10.3.

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Craft and Structure

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

RL.9-10.4.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

RL.9-10.5.

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.9-10.10. 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.

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD /

COURSE

EXPECTATION / **BENCHMARK**

> HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / **COURSE**

BENCHMARK

HI.CC.W. Writing Standards 9-10.

STANDARD / Range of Writing PERFORMANC E INDICATOR / **DOMAIN** INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

BENCHMARK CONTENT

STANDARD /

COURSE

EXPECTATION /

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	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.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT HI.CC.L.9 Language Standards STANDARD / -10.
COURSE

10.4(d)

context or in a dictionary).

EXPECTATION / L.9-

TOPIC

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / **COURSE**

DOMAIN

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / **PERFORMANC** E INDICATOR /

Key Ideas and Details

INDICATOR / RL.9-**GRADE LEVEL** 10.1. EXPECTATION / **BENCHMARK**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

RL.9-10.2.

9-10.

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.

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

Craft and Structure

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

RL.9-10.4.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC

Range of Reading and Level of Text Complexity

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

E INDICATOR / **DOMAIN**

> RI .9-10.10.

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.

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	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.

CONTENT STANDARD / COURSE

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE

9-10.

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE

EXPECTATION / BENCHMARK

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD /		Vocabulary Acquisition and Use
PERFORMANC E INDICATOR / DOMAIN		
E INDICATOR /	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION /	L.9- 10.4(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. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION /	L.9- 10.4(a) L.9- 10.4(d)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	L.9- 10.4(a) L.9- 10.4(d)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	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.

CONTENT STANDARD / COURSE

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE

TOPIC

10.2(d)

HI.CC.W.9 Writing Standards -10.

STANDARD / **Text Types and Purposes**

E INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION /	W.9-	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CONTENT STANDARD / **COURSE**

BENCHMARK

HI.CC.W. Writing Standards

9-10.

W.9-

10.8.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Research to Build and Present Knowledge

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Range of Writing

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / **COURSE**

HI.CC.SL. Speaking and Listening Standards 9-10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Comprehension and Collaboration

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

SL.9-10.1.

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.

EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION / TOPIC	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / COURSE	HI.CC.SL. 9-10.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION /	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

BENCHMARK

$\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	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.

CONTENT STANDARD / COURSE

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards -10.

COUNSE	
STANDARD / PERFORMANC	Text Types and Purpose

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

EXPECTATION / W.9-Provide a concluding statement or section that follows from and supports the information or explanation presented **TOPIC** 10.2(f) (e.g., articulating implications or the significance of the topic). CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / **Production and Distribution of Writing PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** 10.4. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **GRADE LEVEL** 10.5. on addressing what is most significant for a specific purpose and audience. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. EXPECTATION / BENCHMARK CONTENT HI.CC.W. Writing Standards STANDARD / 9-10. **COURSE** STANDARD / Research to Build and Present Knowledge **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated **GRADE LEVEL** question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the EXPECTATION / subject, demonstrating understanding of the subject under investigation. **BENCHMARK** INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **BENCHMARK** CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE CT AND ADD /

PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

HI.CC.SL. Speaking and Listening Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards -10.

STANDARD /	Conventions of Standard English

E INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses TOPIC 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards -10.

STANDARD / **Conventions of Standard English** PERFORMANC E INDICATOR / **DOMAIN** INDICATOR / L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** spelling when writing. 10.2. **EXPECT ATION** / BENCHMARK

EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c)

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

HI.CC.L.9 Language Standards -10.

STANDARD /	Vocabulary Acquisition and Use
PERFORMANC	Vocabalary Acquisition and Osc
E INDICATOR /	
DOMAIN	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

COURSE

HI.CC.RL. Reading Standards for Literature 9-10.

COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.10.	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.

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD / 9-10. COURSE

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.SL. Speaking and Listening Standards** STANDARD / COURSE STANDARD / Presentation of Knowledge and Ideas **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / SL.9-Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow **GRADE LEVEL** 10.4. the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, EXPECTATION / and task. **BENCHMARK** CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. COURSE Conventions of Standard English STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / Demonstrate command of the conventions of standard English capitalization, punctuation, and 1.9-**GRADE LEVEL** 10.2. spelling when writing. **EXPECTATION** / BENCHMARK

EXPECTATION / L.9-TOPIC 10.2(c) Spell correctly.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

HI.CC.L.9 Language Standards -10.

Vocabulary	Acquisition	and	Use

INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

L.9-

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.

EXPECTATION / **TOPIC**

L.9-10.4(a)

10.4.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION /

TOPIC

L.9-10.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

RI 9-10.3.

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL 10.10. EXPECTATION /

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.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W.9 Writing Standards

-10.

RL.9-

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

HI.CC.W. Writing Standards 9-10.

Droduction	and	Distribution	Ωf	Writin	_

STANDARD / Production and Distribution of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, GRADE LEVEL purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 10.4. **EXPECTATION / BENCHMARK** INDICATOR / W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **GRADE LEVEL** 10.5. on addressing what is most significant for a specific purpose and audience. **EXPECTATION / BENCHMARK** INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 10.6. EXPECTATION /

CONTENT STANDARD / **COURSE**

BENCHMARK

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
EXPECTATION / BENCHMARK		

CONTENT STANDARD / **COURSE**

DOMAIN

HI.CC.SL. Speaking and Listening Standards

STANDARD / **PERFORMANC** E INDICATOR /

Presentation of Knowledge and Ideas

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

SL.9-10.4.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Conventions of Standard English

INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-

Spell correctly.

TOPIC

10.2(c)

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR /

DOMAIN

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / **TOPIC**

L.9-10.4(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION / L.9-**TOPIC**

10.4(d)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / COURSE	HI.CC.RL. 9-10.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / COURSE	HI.CC.RL. 9-10.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.10.	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.
CONTENT STANDARD / COURSE	HI.CC.W.9 -10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

HI.CC.W. Writing Standards

9-10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Production and Distribution of Writing

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION /

BENCHMARK

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards

9-10

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Range of Writing

INDICATOR / W
GRADE LEVEL 10
EXPECTATION /

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.SL. Speaking and Listening Standards

9-10

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	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.

CONTENT STANDARD / COURSE HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-

L.9-10.2(c) Spell correctly.

CONTENT STANDARD /

TOPIC

HI.CC.L.9 Language Standards

STANDARD / -10. COURSE

DARD /	Vocabulary Acquisition and

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / COURSE HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

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

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CONTENT STANDARD / COURSE

DOMAIN

HI.CC.RI. Reading Standards for Informational Text

STANDARD / **PERFORMANC** E INDICATOR /

Key Ideas and Details

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

drawn from the text.

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges

and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

RI.9-10.3. 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.

CONTENT STANDARD / **COURSE**

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / **PERFORMANC** E INDICATOR /

DOMAIN

Craft and Structure

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / **COURSE**

HI.CC.W.9 Writing Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Text Types and Purposes

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
ST ANDARD / PERFORMANC		Production and Distribution of Writing

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL 10.10. EXPECTATION / **BENCHMARK**

W.9-

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.

warranted, qualify or justify their own views and understanding and make new connections in light of the evidence

CONTENT STANDARD / **COURSE**

HI.CC.SL. Speaking and Listening Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.1.	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.
EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION /	SL.9-	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when

CONTENT STANDARD / **COURSE**

TOPIC

HI.CC.L.9 Language Standards

and reasoning presented.

-10.

10.1(d)

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	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.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-TOPIC

10.2(c)

Spell correctly.

HI.CC.L.9 Language Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION /	L.9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT STANDARD / **COURSE**

STANDARD /

TOPIC

HI.CC.L.9 Language Standards -10.

10.4(d)

Vocabulary	Acquisition	and	Us

context or in a dictionary).

PERFORMANC E INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD /		Key Ideas and Details
PERFORMANC E INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION /	RI.9-10.3.	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.

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / **BENCHMARK**

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE

HI.CC.SL. Speaking and Listening Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.1.	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.
EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION / TOPIC	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	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.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / COURSE

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CONTENT STANDARD / COURSE

EXPECTATION / BENCHMARK

> HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT HI.CC.L.9 Language Standards STANDARD / COURSE STANDARD / **Conventions of Standard English PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** 10.2. spelling when writing. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT **HI.CC.L.9 Language Standards** STANDARD / **COURSE** STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1 9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **GRADE LEVEL** 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. **EXPECT ATION** / BENCHMARK EXPECTATION / 1.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. TOPIC 10.4(a) EXPECTATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **TOPIC** 10.4(d) context or in a dictionary). CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, **GRADE LEVEL** speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EXPECTATION /

BENCHMARK

HI.CC.RL. Reading Standards for Literature 9-10.

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / COURSE	HI.CC.RL. 9-10.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CONTENT STANDARD / COURSE	HI.CC.RL. 9-10.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.10.	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.

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

EXPECTATION / W.9- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) TOPIC 10.3(a) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

HI.CC.W. Writing Standards

9-10.

Production and Distribution of Writing

W 9-INDICATOR / **GRADE LEVEL** 10.4. EXPECTATION / **BENCHMARK**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / **BENCHMARK**

W.9-10.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Range of Writing

INDICATOR /

GRADE LEVEL

EXPECTATION / **BENCHMARK**

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE

DOMAIN

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR /

Conventions of Standard English

INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-

Spell correctly.

TOPIC 10.2(c)

CONTENT STANDARD / **COURSE**

DOMAIN

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR /

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / **TOPIC**

L.9-10.4(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION / L.9-**TOPIC**

10.4(d)

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

context or in a dictionary).

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	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.

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	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.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	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.

CONTENT STANDARD / COURSE

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE

TOPIC

10.2(d)

HI.CC.W.9 Writing Standards -10.

STANDARD / **Text Types and Purposes**

E INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION /	W.9-	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards 9-10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Research to Build and Present Knowledge

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

W.9-10.8.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

EXPECTATION / **BENCHMARK**

Range of Writing

INDICATOR / W.9-**GRADE LEVEL**

10.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	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.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR /		Conventions of Standard English

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9- Spell correctly. TOPIC 10.2(c)

CONTENT HI.CC.L.9 Language Standards STANDARD / -10.
COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT HI.CC.L.9 Language Standards STANDARD / -10.
COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

HI.CC.L.9 Language Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RI. Reading Standards for Informational Text 9-10.

COURSE			

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	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.

CONTENT STANDARD / COURSE $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION /	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

HI.CC.W. Writing Standards

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Range of Writing

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Conventions of Standard English

INDICATOR / GRADE LEVEL **EXPECTATION** / BENCHMARK

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-10.1(b)

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.

CONTENT STANDARD /

COURSE

TOPIC

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Conventions of Standard English

INDICATOR / GRADE LEVEL **EXPECT ATION** / BENCHMARK

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-

Spell correctly.

TOPIC

10.2(c)

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Knowledge of Language

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION /

TOPIC

L.9-10.3(a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

TOPIC

HI.CC.L.9 Language Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / **COURSE**

EXPECTATION / L.9-

HI.CC.L.9 Language Standards

-10.

10.4(d)

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

context or in a dictionary).

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

EXPECTATION / W.9-Provide a concluding statement or section that follows from and supports the information or explanation presented **TOPIC** 10.2(f) (e.g., articulating implications or the significance of the topic). CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / **Production and Distribution of Writing PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** 10.4. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **GRADE LEVEL** 10.5. on addressing what is most significant for a specific purpose and audience. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. EXPECTATION / **BENCHMARK** CONTENT HI.CC.W. Writing Standards STANDARD / 9-10. **COURSE** STANDARD / Research to Build and Present Knowledge **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **BENCHMARK** CONTENT HI.CC.W. Writing Standards STANDARD / 9-10. **COURSE** STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT HI.CC.L.9 Language Standards STANDARD / -10. **COURSE** STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR /

DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	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.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use

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L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / COURSE

INDICATOR /

GRADE LEVEL EXPECTATION /

BENCHMARK

HI.CC.W.9 Writing Standards

D / -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / 9-10. COURSE

BENCHMARK

EXPECTATION / BENCHMARK

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Range of Writing
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
BENCHMARK	

CONTENT STANDARD / COURSE HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

Conventions of Standard English

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9- 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.

CONTENT STANDARD / COURSE HI.CC.L.9 Language Standards

ARD / -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9- Spell correctly. TOPIC 10.2(c)

CONTENT STANDARD / COURSE HI.CC.L.9 Language Standards -10.

STANDARD / PERFORMANC
E INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

Knowledge of Language

Knowledge of Language

Knowledge of Language

L.9Indicator / Grade Level (and to comprehend more fully when reading or listening).

EXPECTATION / L.9- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual TOPIC 10.3(a) for Writers) appropriate for the discipline and writing type.

HI.CC.L.9 Language Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / COURSE

STANDARD /

PERFORMANC

HI.CC.RL. Reading Standards for Literature 9-10.

Key Ideas and Details

E INDICATOR / DOMAIN		
INDICATOR /	RI 9-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

GRADE LEVEL EXPECTATION / BENCHMARK	10.1.	drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / RL.9- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a GRADE LEVEL 10.3. text, interact with other characters, and advance the plot or develop the theme.

EXPECTATION / BENCHMARK

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR /	RL.9-	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

INDICATOR / RL.9- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), an GRADE LEVEL 10.5. manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

EXPECTATION /

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.9.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.10.	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.

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD /	HI.CC.W.9 Writing Standards -10.	

COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / W.9-10.9(a) **TOPIC**

Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards

9-10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION /

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD /

COURSE

BENCHMARK

HI.CC.L.9 Language Standards

-10.

STANDARD / **Conventions of Standard English PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** 10.2. spelling when writing. **EXPECTATION** / BENCHMARK

EXPECTATION / L.9-Spell correctly. TOPIC 10.2(c)

HI.CC.L.9 Language Standards -10.

CONTENT STANDARD / **COURSE**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.9-10.3. 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.

CONTENT STANDARD / COURSE HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the

language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE

EXPECTATION /

BENCHMARK

HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION /	L.9-	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

CONTENT STANDARD / COURSE

TOPIC

HI.CC.L.9 Language Standards

writing or presentations.

-10.

10.1(b)

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	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.

CONTENT STANDARD / COURSE $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

STANDARD / Integrati

Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

E INDICATOR / DOMAIN

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards -10.

-10

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION / TOPIC	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION / TOPIC	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION / TOPIC	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION / TOPIC	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR I GRADE LEVEL EXPECTATION I BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD / 9-10. COURSE

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT HI.CO STANDARD / 9-10. COURSE

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

HI.CC.W. Writing Standards

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Range of Writing

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	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

CONTENT

HI.CC.L.9 Language Standards

writing or presentations.

-10.

STANDARD / **COURSE**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-

Spell correctly.

TOPIC

10.2(c)

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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.

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Hawaii Content and Performance Standards Language Arts

Grade 9 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RI. Reading Standards for Informational Text

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	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.

HI.CC.RI. Reading Standards for Informational Text

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / TOPIC	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION / TOPIC	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION / TOPIC	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION / TOPIC	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

HI.CC.W. Writing Standards

	•
9-10.	

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE

-10.

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(b)	Use a colon to introduce a list or quotation.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.

CONTENT STANDARD /

COURSE

HI.CC.L.9 Language Standards

D / -10.

STANDARD / PERFORMANC
E INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

EXPECTATION / BENCHMARK

Knowledge of Language

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION / L.9- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual TOPIC 10.3(a) for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / COURSE **HI.CC.L.9 Language Standards**

STANDARD / PERFORMANC E INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

Vocabulary Acquisition and Use

EXPECTATION / L.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
TOPIC 10.4(a) as a clue to the meaning of a word or phrase.

EXPECTATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **TOPIC** 10.4(d) context or in a dictionary). CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. COURSE STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering **GRADE LEVEL** vocabulary knowledge when considering a word or phrase important to comprehension or expression. EXPECTATION / **BENCHMARK** UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219 Hawaii Content and Performance Standards Language Arts Grade 9 - Adopted: 2010 CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / **COURSE** STANDARD / **Key Ideas and Details PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences **GRADE LEVEL** drawn from the text. EXPECTATION / **BENCHMARK** INDICATOR / RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges **GRADE LEVEL** and is shaped and refined by specific details; provide an objective summary of the text. EXPECTATION / **BENCHMARK** INDICATOR / RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are **GRADE LEVEL** made, how they are introduced and developed, and the connections that are drawn between them. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 9-10. COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT HI.CC.W.9 Writing Standards STANDARD / -10.
COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR / GRADE LEVEL 10.6. EXPECTATION / **BENCHMARK**

W.9-

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.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Research to Build and Present Knowledge

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **BENCHMARK** CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE Conventions of Standard English STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / Demonstrate command of the conventions of standard English capitalization, punctuation, and L.9-**GRADE LEVEL** 10.2. spelling when writing. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Use a colon to introduce a list or quotation. **TOPIC** 10.2(b)

CONTENT HI.CC.L.9 Language Standards STANDARD / -10.

10.2(c)

STANDARD / PERFORMANC E INDICATOR / DOMAIN

EXPECTATION / L.9-

TOPIC

COURSE

Knowledge of Language

Spell correctly.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Hawaii Content and Performance Standards
		Language Arts
CONTENT STANDARD / COURSE	HI.CC.RL. 9-10.	Grade 9 - Adopted: 2010 Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR /		Key Ideas and Details

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

HI.CC.RL. Reading Standards for Literature

DARD / 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.10.	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.

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / W.9-TOPIC 10.2(d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

Research to Build and Present Knowledge

INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **BENCHMARK** CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE Conventions of Standard English STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / Demonstrate command of the conventions of standard English capitalization, punctuation, and L.9-**GRADE LEVEL** 10.2. spelling when writing. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR /

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.

DOMAIN

INDICATOR /

GRADE LEVEL

EXPECTATION / BENCHMARK

L.9-

10.3.

EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240
		Hawaii Content and Performance Standards Language Arts Grade 9 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RL. 9-10.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

INDICATOR /

GRADE LEVEL

EXPECTATION / BENCHMARK

RL.9-

10.2.

INDICATOR / Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a RL.9-**GRADE LEVEL** 10.3. text, interact with other characters, and advance the plot or develop the theme. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RL. Reading Standards for Literature STANDARD / COURSE STANDARD / Craft and Structure **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative **GRADE LEVEL** meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language 10.4. EXPECTATION / evokes a sense of time and place; how it sets a formal or informal tone). **BENCHMARK** INDICATOR / RL.9-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and **GRADE LEVEL** 10.5. manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RL. Reading Standards for Literature STANDARD / COURSE STANDARD / Range of Reading and Level of Text Complexity **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RL.9-By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 **GRADE LEVEL** 10.10. text complexity band proficiently, with scaffolding as needed at the high end of the range. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.W.9 Writing Standards** STANDARD / -10. **COURSE** STANDARD / **Text Types and Purposes PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information **GRADE LEVEL** 10.2. clearly and accurately through the effective selection, organization, and analysis of content. **EXPECTATION** / BENCHMARK EXPECTATION / Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-**TOPIC** 10.2(d) CONTENT **HI.CC.W.9 Writing Standards** STANDARD / -10. **COURSE** STANDARD / **Text Types and Purposes PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR / GRADE LEVEL EXPECTATION	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
/ BENCHMARK		
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / **COURSE**

EXPECTATION /

BENCHMARK

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	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.

CONTENT STANDARD / COURSE HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9- Spell correctly.

TOPIC 10.2(c)

CONTENT STANDARD / COURSE HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / L.9- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual TOPIC 10.3(a) for Writers) appropriate for the discipline and writing type.

CONTENT HI.CC.L.9 Language Standards STANDARD / -10.
COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

HI.CC.L.9 Language Standards

-10.

STANDARD / Vocabulary Acquisition and Use
PERFORMANC
E INDICATOR /
DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.