Main Criteria: Structure and Style for Students
Secondary Criteria: lowa Student Standards
Subject: Language Arts

Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

lowa Student Standards
Language Arts
Grade 9 - Adopted: 2016

STRAND /	IA.RL.9-	Reading Standards for Literature
COLIBEE	10	

COURSE	10.	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.9-10. 3) (DOK 2,3)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

STRAND / IA.W.9-10. Writing Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes	
DET AILED DESCRIPT OR	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.	

GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE	IA.W.9-10	D. Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)

STRAND /	IA.W.9-	Writing	Standards
COURSE	10.		

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)

STRAND / IA.W.9- Writing Standards COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1.2)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.9-	Spell correctly. (L.9-10.2) (DOK 1)

EXPECTATION 10.2.c.

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)

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STRAND / IA.RL.9- Reading Standards for Literature COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.9-10. 3) (DOK 2,3)

STRAND / IA.RL.9- Reading Standards for Literature COURSE 10.

OOONOL	10.	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.5) (DOK 3,4)

STRAND / IA.RL.9- Reading Standards for Literature COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

STRAND / IA.W.9-10. Writing Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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). (W.9-10.2) (DOK 3,4)

STRAND / IA.W.9-10. Writing Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)

STRAND / IA.W.9- Writing Standards COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English		
DETAILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)		
STRAND / COURSE	IA.L.9-10.	A.L.9-10. Language Standards		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language		
DETAILED DESCRIPTOR	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.		
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)		
STRAND / COURSE	IA.L.9-10.	Language Standards		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use		
DET AILED DESCRIPTOR	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.		
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)		
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)		
STRAND / COURSE	IA.L.9-10.	Language Standards		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use		
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)		
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		Iowa Student Standards Language Arts Grade 9 - Adopted: 2016		
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature		

ESSENTIAL CONCEPT AND/OR SKILL

Key Ideas and Details

DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)	
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)	
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure	
DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)	
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity	
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	
STRAND / COURSE	IA.RI.9- 10.	Reading Standards for Informational Text	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details	
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK $1,2,3$)	
DETAILED DESCRIPTOR	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerge and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2) (DOK 2,3)	
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOF	
		2,3)	
	IA.RI.9- 10.	Reading Standards for Informational Text	
STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL	10.		
ESSENTIAL CONCEPT	10.	Reading Standards for Informational Text	

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	. Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)
STRAND / COURSE	IA.L.9-10.	. Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6)

(DOK 1,2)

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

Iowa Student Standards Language Arts Grade 9 - Adopted: 2016

STRAND /	IA.RI.9-	Reading Standards for Informational Text
COLIBSE	10	

STRAND / COURSE	IA.RI.9- 10.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOK 2,3)
STRAND / COURSE	IA.RI.9- 10.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)
DESCRIPTOR STRAND /	10.4.	technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the
	10.4.	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). (RI.9-10.4) (DOK 1,2,3)

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)			
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)			
STRAND / COURSE	IA.W.9- 10.	Writing Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge			
DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)			
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)			
STRAND / COURSE	IA.W.9- 10.	Writing Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing			
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)			
STRAND / COURSE	IA.SL.9- 10.	Speaking and Listening Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration			
DETAILED DESCRIPTOR	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.			
GRADE LEVEL EXPECTATION	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. (SL.9-10.1) (DOK 1,2,3)			
GRADE LEVEL EXPECTATION	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. (SL.9-10.1) (DOK 1,2,3)			
GRADE LEVEL EXPECTATION	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. (SL.9-10.1) (DOK 1,2,3)			
STRAND / COURSE	IA.SL.9- 10.	Speaking and Listening Standards			

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (SL.9-10.4) (DOK 1,2,3)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)

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

lowa Student Standards Language Arts Grade 9 - Adopted: 2016

$\begin{array}{lll} {\rm STRAND} \ / & {\rm IA.Rl.9-} & {\rm Reading \ Standards \ for \ Informational \ Text} \\ {\rm COURSE} & {\rm 10}. & \\ \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOK 2,3)

$\begin{array}{ll} {\rm STRAND} \ / & {\rm IA.RI.9-} & {\rm Reading \ Standards \ for \ Informational \ Text} \\ {\rm COURSE} & {\rm 10}. & \\ \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.W.9-10	. Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)

DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.9- 10.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (SL.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPT OR	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.

GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)	
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)	
STRAND / COURSE	IA.L.9-10.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use	
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)	
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38	
		Iowa Student Standards Language Arts Grade 9 - Adopted: 2016	
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details	
DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)	
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)	
DETAILED DESCRIPTOR	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. (RL.9-10. 3) (DOK 2,3)	
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure	
DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)	
DETAILED DESCRIPTOR	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. (RL.9-10.5) (DOK 3,4)	
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity	

DETAILED DESCRIPTOR	RL.9- 10.10.		
STRAND / COURSE	IA.W.9-10	D. Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes	
DET AILED DESCRIPTOR	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.	
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)	
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)	
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)	
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)	
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)	
STRAND / COURSE	IA.W.9- 10.	Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing	
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)	
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)	
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)	
STRAND / COURSE	IA.W.9- 10.	Writing Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing	
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)	

STRAND /	IA.SL.9-	Speaking	and	Listening	Standards
COURSE	10.				

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (SL.9-10.4) (DOK 1,2,3)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

DETAILED L.9- DESCRIPTOR L.9- 10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ESSENTIAL CONCEPT AND/OR SKILL	Conventions of Standard English
		, , , , , , , , , , , , , , , , , , , ,

EXPECTATION 10.2.c.

GRADE LEVEL L.9- Spell correctly. (L.9-10.2) (DOK 1)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL	Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46
		Iowa Student Standards
		Language Arts Grade 9 - Adopted: 2016
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.9-10. 3) (DOK 2,3)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
STRAND / COURSE	IA.W.9-10	. Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DET AILED DESCRIPT OR W.9-10.3.

GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.9- 10.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (SL.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND / COURSE

GRADE LEVEL

EXPECTATION 10.2.c.

L.9-

IA.L.9-10. Language Standards

Spell correctly. (L.9-10.2) (DOK 1)

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1.2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)

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

lowa Student Standards
Language Arts
Grade 9 - Adopted: 2016

STRAND / IA.RL.9- Reading Standards for Literature COURSE 10.

ESSENTIAL
CONCEPT
AND/OR SKILL

Key Ideas and Details

DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.9-10. 3) (DOK 2,3)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.5) (DOK 3,4)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
STRAND / COURSE	IA.W.9-10). Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.

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. (W.9-

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (W.9-

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop

experiences, events, and/or characters. (W.9-10.3) (DOK 3,4)

events, setting, and/or characters. (W.9-10.3) (DOK 3,4)

W.9-

W.9-

W.9-

W.9-

10.3.d.

10.3) (DOK 3,4)

10.3) (DOK 3,4)

GRADE LEVEL

GRADE LEVEL

GRADE LEVEL

GRADE LEVEL

EXPECTATION

EXPECTATION 10.3.a.

EXPECTATION 10.3.b.

EXPECTATION 10.3.c.

GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.9- 10.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (SL.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
CTDAND /	14 1 0 10	Language Standards

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)

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lowa Student Standards
Language Arts
Grade 9 - Adopted: 2016

STRAND / IA.RI.9- Reading Standards for Informational Text COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOK 2,3)

STRAND / IA.RI.9- Reading Standards for Informational Text COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.W.9-10	. Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
		Writing Standards Production and Distribution of Writing
ESSENTIAL CONCEPT		
ESSENTIAL CONCEPT AND/OR SKILL	10. W.9-	Production and Distribution of Writing 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) (W.9-
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED	W.9- 10.4.	Production and Distribution of Writing 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) (W.9-10.4) (DOK 3,4) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR	W.9- 10.4. W.9- 10.5.	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) (W.9-10.4) (DOK 3,4) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4) 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.
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND /	W.9- 10.4. W.9- 10.5. W.9- 10.6.	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) (W.9-10.4) (DOK 3,4) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4) 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. (W.9-10.6) (DOK 1,2)

subject, demonstrating understanding of the subject under investigation. (W.9-10.7) (DOK 2,3,4)

DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.9- 10.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (SL.9-10.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	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. (SL.9-10.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	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. (SL.9-10.1) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78
		lowa Student Standards Language Arts Grade 9 - Adopted: 2016
STRAND / COURSE	IA.RI.9- 10.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK 1,2,3)
DETAILED	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

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ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOK 2,3)
STRAND / COURSE	IA.RI.9- 10.	Reading Standards for Informational Text

ESSENTIAL Craft and Structure CONCEPT AND/OR SKILL
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DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.W.9-10). Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusion addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)

STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.9- 10.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (SL.9-10.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	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. (SL.9-10.1) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	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. (SL.9-10.1) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English

DETAILED DESCRIPTOR		Demonstrate command of the conventions of standard English capitalization, punctuation, a spelling when writing.			
GRADE LEVEL	L.9-	Spell correctly. (L.9-10.2) (DOK 1)			
EXPECTATION	10.2.c.				

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use			
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)			

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$\begin{array}{lll} {\rm STRAND} \ I & {\rm IA.RI.9-} & {\rm Reading \ Standards \ for \ Informational \ Text} \\ {\rm COURSE} & 10. & \\ \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)

STRAND / IA.RI.9- Reading Standards for Informational Text COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure				
DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)				

STRAND / IA.W.9-10. Writing Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR		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.

GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)				
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)				
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)				
STRAND / COURSE	IA.W.9- 10.	Writing Standards				
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing				
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)				
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)				
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)				
STRAND / COURSE	IA.W.9- 10.	Writing Standards				
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge				
DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)				
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)				
STRAND / COURSE	IA.W.9- 10.	Writing Standards				
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing				
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)				
STRAND / COURSE	IA.L.9-10.	. Language Standards				

ESSENTIAL CONCEPT AND/OR SKILL	ONCEPT		
DET AILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)	

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English			
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
GRADE LEVEL	L.9-	Spell correctly. (L.9-10.2) (DOK 1)			

STRAND / COURSE

EXPECTATION 10.2.c.

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL	Vocabulary Acquisition and Use	
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)

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lowa Student Standards
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STRAND / IA.RL.9- Reading Standards for Literature

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ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
STRAND / COURSE	IA.W.9-10). Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)

GRADE LEVEL W.9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (W.9-10.3) (DOK 3,4) EXPECTATION 10.3.c. GRADE LEVEL W.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (W.9-10.3) (DOK 3,4) EXPECTATION 10.3.d. STRAND / IA.W.9-**Writing Standards** COURSE 10. **ESSENTIAL Production and Distribution of Writing** CONCEPT AND/OR SKILL

DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focu on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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 (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10	. Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10	. Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)

STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)

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). (L.9-10.4) (DOK 1,2)
IA.L.9-10.	Language Standards
	Vocabulary Acquisition and Use
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. (L.9-10.6) (DOK $1,2$)
	UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112
	lowa Student Standards Language Arts Grade 9 - Adopted: 2016
IA.RI.9- 10.	Reading Standards for Informational Text
	Key Ideas and Details
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. (RI.9-10.1) (DOK $1,2,3$)
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. (RI.9-10.2) (DOK 2,3)
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. (RI.9-10.3) (DOK 2,3)
IA.RI.9- 10.	Reading Standards for Informational Text
	Craft and Structure
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). (RI.9-10.4) (DOK 1,2,3)
IA.W.9-10	. Writing Standards
	Text Types and Purposes
	IA.RI.9-10.1. RI.9-10.2. RI.9-10.3. RI.9-10.4.

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)

GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126
		Iowa Student Standards
		Language Arts
		Grade 9 - Adopted: 2016
STRAND /	IA.RI.9-	Reading Standards for Informational Text

STRAND / IA.RI.9- Reading Standards for Informational Text COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)

DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOK 2,3)
STRAND / COURSE	IA.RI.9- 10.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.W.9-10). Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusion addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. $(W.9-10.6)$ (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards

DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)

STRAND / IA.W.9- Writing Standards COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)

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lowa Student Standards Language Arts Grade 9 - Adopted: 2016

$\begin{array}{lll} {\rm STRAND} \ / & {\rm IA.Rl.9-} & {\rm Reading \ Standards \ for \ Informational \ Text} \\ {\rm COURSE} & {\rm 10}. & \\ \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOK 2,3)

STRAND / IA.RI.9- Reading Standards for Informational Text COURSE 10.

COUNCE	10.	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)

STRAND / COURSE

IA.W.9-10. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPT OR	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.
GRADE LEVEL	L.9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
EXPECTATION	10.4.a.	as a clue to the meaning of a word or phrase. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL	Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138
		Iowa Student Standards
		Language Arts
		Grade 9 - Adopted: 2016
STRAND / COURSE	IA.W.9-10	. Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)

GRADE LEVEL	W.9-	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
EXPECTATION	10.2.b.	other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2) (DOK 3,4)
GRADE LEVEL	W.9-	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)

GRADE LEVEL W.9-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). (W.9-10.2) (DOK 3,4) EXPECTATION 10.2.f.

STRAND / IA.W.9-**Writing Standards** COURSE 10.

EXPECTATION 10.2.d.

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)

STRAND /	IA.W.9-	Writing	Standards
COURSE	10.		

ESSENTIAL CONCEPT AND/OR SKILL	Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		Iowa Student Standards
		Language Arts Grade 9 - Adopted: 2016
STRAND / COURSE	IA.W.9-10). Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)

STRAND / IA.W.9- Writing Standards COURSE 10.

ESSENTIAL	Research to Build and Present Knowledge
CONCEPT	
AND/OR SKILL	

DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use

DETAILED L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, **DESCRIPTOR** 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. (L.9-10.6) (DOK 1,2)

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

Iowa Student Standards Language Arts Grade 9 - Adopted: 2016

STRAND / IA.RL.9- Reading Standards for Literature

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ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.9-10. 3) (DOK 2,3)

STRAND / **COURSE**

IA.RL.9- Reading Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.5) (DOK 3,4)

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IA.RL.9- Reading Standards for Literature

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ESSENTIAL
CONCEPT
AND/OR SKILL

Range of Reading and Level of Text Complexity

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. Read on-level text, both
silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

STRAND / **COURSE**

DETAILED

DESCRIPTOR

IA.W.9-10. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL	Text Types and Purposes
DETAILED DESCRIPTOR	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9-10	. Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DET AILED DESCRIPT OR	W.9- 10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.9- 10.9.a.	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]"). (W.9-10.9) (DOK 2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		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. (W.9-10.10) (DOK 1,2,3,4)

DETAILED

DESCRIPTOR

W.9-

10.10.

STRAND / IA

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)

STRAND / COURSE

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)

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

lowa Student Standards
Language Arts
Grade 9 - Adopted: 2016

STRAND / IA.RI.9- Reading Standards for Informational Text COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOK 2,3)

STRAND /	IA.RI.9-	Reading Standards for Informational Text
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ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)

STRAND / IA.W.9-10. Writing Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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). (W.9-10.2) (DOK 3,4)

STRAND / IA.W.9- Writing Standards COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)

STRAND / IA.W.9- Writing Standards COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)

STRAND / IA.W.9- Writing Standards COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)

STRAND / IA.L.9-10. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)

STRAND / COURSE

COURSE

10.

IA.L.9-10. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)

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Iowa Student Standards Language Arts Grade 9 - Adopted: 2016

STRAND / IA.RI.9- Reading Standards for Informational Text COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK $1,2,3$)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOK 2,3)

STRAND / Reading Standards for Informational Text

STRAND /	IA.RI.9-	Reading Standards for Informational Text
DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
COURSE	10.	Reading Standards for informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	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. (RI.9-10.7) (DOK 3,4)
STRAND / COURSE	IA.W.9-10	. Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.1) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.1) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.1) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)
STRAND / COURSE	IA.W.9-10	. Writing Standards
	IA.W.9-10	. Writing Standards Text Types and Purposes
ESSENTIAL CONCEPT	W.9- 10.2.	
ESSENTIAL CONCEPT AND/OR SKILL	W.9-	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR GRADE LEVEL	W.9- 10.2.	Text Types and Purposes 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.
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.9- 10.2. W.9- 10.2.d. W.9- 10.2.e.	Text Types and Purposes 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. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	W.9- 10.2. W.9- 10.2.d. W.9- 10.2.e.	Text Types and Purposes 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. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2) (DOK 3,4)
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	W.9- 10.2. W.9- 10.2.d. W.9- 10.2.e.	Text Types and Purposes 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. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2) (DOK 3,4) Writing Standards

DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPT OR GRADE LEVEL	L.9- 10.2.c.	spelling when writing.

AND/OR SKILL

DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)
TRAND /	IA.L.9-10	. Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206
		lowa Student Standards Language Arts Grade 9 - Adopted: 2016
STRAND / COURSE	IA.RI.9- 10.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOR 2,3)
STRAND / COURSE	IA.RI.9- 10.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

AND/OR SKILL

DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.W.9-10). Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.1) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.1) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.1) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented. (W.9-10.1) (DOK 3,4)
STRAND / COURSE	IA.W.9-10). Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
CONCEPT	W.9- 10.2.	Text Types and Purposes 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.
CONCEPT AND/OR SKILL DET AILED		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	10.2. W.9-	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. 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
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	W.9- 10.2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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. (W.9-10.2) (DOK 3,4) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.9- 10.2.a. W.9- 10.2.b.	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. 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. (W.9-10.2) (DOK 3,4) 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. (W.9-10.2) (DOK 3,4)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.9- 10.2.a. W.9- 10.2.b. W.9- 10.2.d.	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. 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. (W.9-10.2) (DOK 3,4) 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. (W.9-10.2) (DOK 3,4) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION	W.9- 10.2.a. W.9- 10.2.b. W.9- 10.2.d. W.9- 10.2.e.	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. 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. (W.9-10.2) (DOK 3,4) 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. (W.9-10.2) (DOK 3,4) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2) (DOK 3,4) Provide a concluding statement or section that follows from and supports the information or explanation presented
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND /	W.9- 10.2.a. W.9- 10.2.b. W.9- 10.2.c. W.9- 10.2.e.	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. 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. (W.9-10.2) (DOK 3,4) 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. (W.9-10.2) (DOK 3,4) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2) (DOK 3,4) 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). (W.9-10.2) (DOK 3,4)

DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.7) (DOK 2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	. Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.b.	Use a colon to introduce a list or quotation. (L.9-10.2) (DOK 1)
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)
STRAND / COURSE	IA.L.9-10.	. Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language

DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED	I 9-10 6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing

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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. (L.9-10.6)

Iowa Student Standards
Language Arts
Grade 9 - Adopted: 2016

STRAND / IA.RI.9- Reading Standards for Informational Text COURSE 10.

(DOK 1,2)

DESCRIPTOR

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IA.RI.9-

10.

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RI.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RI.9-10.3) (DOK 2,3)

Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RI.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.W.9-10). Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	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). (W.9-10.2) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR 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. (W.9-10.7) (DOK 2,3,4)

DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. $(L.9-10.1)$ (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DETAILED		
DETAILED DESCRIPT OR	10.2.	spelling when writing.
DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	L.9- 10.2.b. L.9- 10.2.c.	Use a colon to introduce a list or quotation. (L.9-10.2) (DOK 1)
DETAILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	L.9- 10.2.b. L.9- 10.2.c.	Use a colon to introduce a list or quotation. (L.9-10.2) (DOK 1) Spell correctly. (L.9-10.2) (DOK 1)
DETAILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.9- 10.2.b. L.9- 10.2.c.	Use a colon to introduce a list or quotation. (L.9-10.2) (DOK 1) Spell correctly. (L.9-10.2) (DOK 1) Language Standards
DETAILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	L.9- 10.2.b. L.9- 10.2.c. IA.L.9-10.	Use a colon to introduce a list or quotation. (L.9-10.2) (DOK 1) Spell correctly. (L.9-10.2) (DOK 1) Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
DETAILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPT OR GRADE LEVEL	L.9- 10.2.b. L.9- 10.2.c. IA.L.9-10.	Use a colon to introduce a list or quotation. (L.9-10.2) (DOK 1) Spell correctly. (L.9-10.2) (DOK 1) Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual
DETAILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND /	L.9- 10.2.b. L.9- 10.2.c. IA.L.9-10.	Use a colon to introduce a list or quotation. (L.9-10.2) (DOK 1) Spell correctly. (L.9-10.2) (DOK 1) Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. (L.9-10.3) (DOK 1,2,3)

DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Iowa Student Standards Language Arts Grade 9 - Adopted: 2016
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.9-10. 3) (DOK 2,3)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT		Craft and Structure

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.5) (DOK 3,4)

STRAND / IA.RL.9- Reading Standards for Literature COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.
STRAND / COURSE	IA.W.9-10). Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)
STRAND / COURSE	IA.W.9-10	. Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W 9-10.5) (DOK 1.2.3.4)

demonstrate command of Language standards 1-3 up to and including grades 9-10) (W.9-10.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED	L.9-	Apply knowledge of language to understand how language functions in different contexts, to make

GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	. Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)
		UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240
		Iowa Student Standards
		Language Arts Grade 9 - Adopted: 2016
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	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. (RL.9-10.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.2) (DOK 2,3)
DETAILED DESCRIPTOR	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. (RL.9-10. 3) (DOK 2,3)
STRAND / COURSE	IA.RL.9- 10.	Reading Standards for Literature

COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL	Craft and Structure
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DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	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. (RL.9-10.5) (DOK 3,4)

$\begin{array}{ll} {\rm STRAND} \ I & {\rm IA.RL.9-} & {\rm Reading \ Standards \ for \ Literature} \\ {\rm COURSE} & 10. & \\ \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.

STRAND / IA.W.9-10. Writing Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	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.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2) (DOK 3,4)

STRAND / IA.W.9-10. Writing Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	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. (W.9-10.3) (DOK 3,4)

STRAND / IA.W.9- Writing Standards COURSE 10.

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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) (W.9-10.4) (DOK 3,4)
DETAILED DESCRIPTOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10) (W.9-10.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	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. (W.9-10.6) (DOK 1,2)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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. (W.9-10.8) (DOK $1,2,3,4$)
STRAND / COURSE	IA.W.9- 10.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	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. (W.9-10.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL 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. (L.9-10.1) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.9- 10.2.c.	Spell correctly. (L.9-10.2) (DOK 1)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.3) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)