Main Criteria: Structure and Style for Students Secondary Criteria: Idaho Content Standards

Subject: Language Arts Grade: 9

## Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

## Idaho Content Standards Language Arts

Grade 9 - Adopted: 2022

STANDARD	I
COURSE	

9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
ST ANDARD /	9/10.RC-	Reading Comprehension Strand

# COURSE

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

#### STANDARD / **COURSE**

9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE

9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- L.	Literature (L)
GLE / BIG IDEA	9/10.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC- L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.

OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		DESDONSE TO LITEDATI IDE Wook 22 Dago 240 262

#### Language Arts

Grade 9 - Adopted: 2022

STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- L.	Literature (L)
GLE / BIG IDEA	9/10.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC- L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)

GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		Timed Essay Week 24 Page 263-263

**Idaho Content Standards** Language Arts

Grade 9 - Adopted: 2022

# STANDARD / COURSE

#### 9/10.RC- Reading Comprehension Strand

CONTENT
<b>KNOWLEDGE</b>
AND SKILLS /
GOAL

9/10.RC Text Complexity (TC) -TC.

GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chafor Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped ar
	NF.6a.	refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	
OBJECTIVE  OBJECTIVE	9/10.RC-	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
	9/10.RC- NF.6b. 9/10.RC- NF.6c.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.  Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences
OBJECTIVE ST ANDARD /	9/10.RC- NF.6b. 9/10.RC- NF.6c. 9/10.VD-	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.  Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences paragraphs, and sections of texts contribute to the whole.
OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.RC-NF.6b.  9/10.RC-NF.6c.  9/10.VD-	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.  Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences paragraphs, and sections of texts contribute to the whole.  Vocabulary Development Strand
OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG	9/10.RC-NF.6b.  9/10.RC-NF.6c.  9/10.VD-  9/10.VD-WB.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.  Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences paragraphs, and sections of texts contribute to the whole.  Vocabulary Development Strand  Word Building (WB)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W-	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking

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

advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

HWK.7.

STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
		Textual Evidence (TE)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.RC	Textual Evidence (TE)
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE. 9/10.RC- TE.3.	Textual Evidence (TE)  Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.RC -TE. 9/10.RC- TE.3.	Textual Evidence (TE)  Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.RC -TE. 9/10.RC- TE.3. 9/10.RC-	Textual Evidence (TE)  Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.  Reading Comprehension Strand
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.3. 9/10.RC- 9/10.RC- 9/10.RC-RF.	Textual Evidence (TE)  Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.  Reading Comprehension Strand  Reading Fluency (RF)

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.

OBJECTIVE 9/10-VP- Vocabulary Development Strand COURSE  STANDARD / 9/10-VP- Vocabulary Development Strand  CONTENT COURSE  9/10-VP- Vocabulary Development Strand  SUE / BIG DR WB.1. 9/10-VP- WB.1. 9/1			
CONTENT (NOM.EDGE AND SKILLS)  910.VD. Web. Web. 910.VD. Web.  910.VD. Web.  910.VD. Web.  910.VD. Web.  910.VD. Web. 910.VD. Web.  910.VD. Web. 910.VD. Verify the preliminary determination of the meaning of a world or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  STANDARD / CONTENT (NOM.EDGE AND SKILLS)  910.VD. Academic Vocabulary (AV)  Academi	OBJECTIVE		
AND SKILLS    WB. 3010 VD- IDEA    WB. 3.1.    Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.  OBJECTIVE    9/10 VD- WB.1a.    Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  OBJECTIVE    9/10 VD- WB.1d.    Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the interred meaning in context or in a dictionary).  STANDARD    CONTENT    NOW.    9/10 VD- Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, demonstrate independence when gathering vocabulary introducing a word or phrase important to comprehension or expression. Use these words in discussions and writing.  STANDARD    9/10 RS- Research Strand    CONTENT    NOW.    9/10 RS- GOAL    9/10		9/10.VD-	Vocabulary Development Strand
OBJECTIVE 9/10.VD- Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text a word's position or function in a sentence) as a clue to the meaning of a word or phrase (e.g., by checking the inferred meaning in which process to find a dictionary).  STANDARD / 9/10.VD- Vocabulary Development Strand  COURSE  CONTENT KNOWLEGGE AND SKILLS / GOAL  9/10.VD- Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.  STANDARD / 9/10.RS- Research Strand  CONTENT Ph. Inquiry Process to Build, Present, and Use Knowledge (IP)  Inquiry Process to Build, Present, and Use Knowledge (IP)  Inquiry Process to Build, Present, and Use Knowledge (IP)  STANDARD / 9/10.RS- Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a sandarid approved format (e.g., APA, MLA, Chicago) for claidions and biblingraphies.  STANDARD / 9/10.RS- Research Strand  CONTENT COURSE  CONTENT COURSE  CONTENT RANDARD / 9/10.RS- Read a series of lexits organized around a variety of conceptually related topics to build knowledge about the world. (These lexis should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support)  STANDARD / 9/10.W- Writing Strand  CONTENT RAND SKILLS / RW. Writing Strand	KNOWLEDGE AND SKILLS /		Word Building (WB)
WB.1a. sentence) as a clue to the meaning of a word or phrase.  OBJECTIVE 9/10.VD- 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).  STANDARD / 9/10.VD- Vocabulary Development Strand  COURSE  ODITION AV. Academic Vocabulary (AV)  AV. Academi			
STANDARD / OCURSE  STANDARD / OC	OBJECTIVE		
CONTENT KNOWLEDGE AV.  Academic Vocabulary (AV)  Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  BIP.  Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  PJ.O.RS- Research Strand  Deep Reading on Topics to Build Knowledge (DR)  DR.  PJ.O.RS- Read a series of lexts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / RW.  Range of Writing (RW)  Range of Writing (RW)	OBJECTIVE		
AV.   Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.    STANDARD / COURSE		9/10.VD-	Vocabulary Development Strand
AV.3. reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.  STANDARD / OURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA PIO.RS- Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA PIO.RS- Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / PIO.W- Writing Strand  CONTENT KNOWLEDGE PIO.W- Writing Strand  CONTENT KNOWLEDGE PIO.W- Writing Strand  CONTENT KNOWLEDGE PIO.W- Range of Writing (RW)  RW. Range of Writing (RW)	KNOWLEDGE AND SKILLS /		Academic Vocabulary (AV)
CONTENT KNOWLEDGE AND SKILLS / GOAL  9/10.RS- Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA DR Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / Pl.2. Writing Strand  CONTENT KNOWLEDGE AND SKILLS / RW. RW. RR Range of Writing (RW)  RW. Range of Writing (RW)	GLE / BIG IDEA		reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or
RNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA GOAL  GLE / BIG IDEA SIP.1.  Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  Deep Reading on Topics to Build Knowledge (DR)  Plant Signature of the standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  Deep Reading on Topics to Build Knowledge (DR)  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA DR2.  Plant Signature of the standard arrange of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  Plant Signature of the standard approved formation and considering alternative avenues of inquiry; gathering by or in writing by formulating by formulating a research question and considering alternative avenues of inquiry; gathering by or in writing by formulating a research question and considering alternative avenues of inquiry; gathering by or in writing by formulating and serial information from a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / Plant Signature of the standard approved formation and considering alternative avenues of inquiry; gathering relevant information from a variety of conceptually related topics to build knowledge (DR)  Writing Strandard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.		9/10.RS-	Research Strand
IP.1. formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  9/10.RS- Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / Range of Writing (RW)  Range of Writing (RW)	KNOWLEDGE AND SKILLS /		Inquiry Process to Build, Present, and Use Knowledge (IP)
CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  9/10.RS- Deep Reading on Topics to Build Knowledge (DR)  GLE / BIG IDEA  9/10.RS- Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / Range of Writing (RW)	GLE / BIG IDEA		formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  9/10.RS- Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  9/10.W- Writing Strand  CONTENT KNOWLEDGE AND SKILLS / Pl.O.W- Range of Writing (RW)		9/10.RS-	Research Strand
DR.2. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  ONTENT KNOWLEDGE AND SKILLS / P/10.W- Range of Writing (RW)	KNOWLEDGE AND SKILLS /		Deep Reading on Topics to Build Knowledge (DR)
CONTENT 9/10.W- Range of Writing (RW) RW. RW.	GLE / BIG IDEA		(These texts should be at a range of complexity levels so students can read the texts independently, with peers, or
KNOWLEDGE RW. AND SKILLS /		9/10.W-	Writing Strand
	KNOWLEDGE AND SKILLS /		Range of Writing (RW)

GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
GLE / BIG IDEA	9/10.OD C-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Idaho Content Standards  Language Arts  Grade 9 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)

# GLE / BIG IDEA 9/10.RCTC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

#### STANDARD / COURSE

#### 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -RF.	Reading Fluency (RF)
GLE / BIG IDEA	9/10.RC- RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
GLE / BIG IDEA	9/10.OD C-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38
		Idaho Content Standards
		Language Arts Grade 9 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)

GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -RF.	Reading Fluency (RF)
GLE / BIG IDEA	9/10.RC- RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- L.	Literature (L)
GLE / BIG IDEA	9/10.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC- L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA		Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
GLE / BIG IDEA	9/10.OD C-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46
		Idaho Content Standards  Language Arts  Grade 9 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE

9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -RF.	Reading Fluency (RF)
GLE / BIG IDEA	9/10.RC- RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- L.	Literature (L)
GLE / BIG IDEA	9/10.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC- L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.
ST ANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.

COURSE	9/10.70-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)

STANDARD /

9/10.VD- Vocabulary Development Strand

GLE / BIG IDEA	9/10.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
GLE / BIG IDEA	9/10.OD C-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.
ST ANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		Idaho Content Standards  Language Arts  Grade 9 - Adopted: 2022
ST ANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)

GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chafor Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of tauthors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -RF.	Reading Fluency (RF)
GLE / BIG IDEA	9/10.RC- RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- L.	Literature (L)
GLE / BIG IDEA	9/10.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped ar refined by specific details.
OBJECTIVE	9/10.RC- L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts interact with other characters, and advance the plot.
OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
OLE / DIO		
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
		Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
IDEA	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses
OBJECTIVE STANDARD /	9/10.VD- WB.2d. 9/10.VD-	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.VD- WB.2d. 9/10.VD- 9/10.VD- AV.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").  Vocabulary Development Strand
OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.2d. 9/10.VD- 9/10.VD- AV. 9/10.VD- AV.3.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").  Vocabulary Development Strand  Academic Vocabulary (AV)  Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or

GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
GLE / BIG IDEA	9/10.OD C-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
	9/10.GC	Grammar and Usage (GU)
CONTENT KNOWLEDGE AND SKILLS / GOAL	-GU.	
KNOWLEDGE AND SKILLS /	-GU.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards Language Arts

Grade 9 - Adopted: 2022

STANDARD
COURSE

#### 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

#### STANDARD / COURSE

## 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

# STANDARD / COURSE

#### 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

# STANDARD / COURSE

#### 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.

# STANDARD / COURSE

#### 9/10.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA	9/10.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

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

Idaho Content Standards
Language Arts

Grade 9 - Adopted: 2022

<b>STANDARI</b>
COURSE

D / 9/10.RC- Reading Comprehension Strand

CONTENT 9/1 KNOWLEDGE -TC AND SKILLS / GOAL		Text Complexity (TC)
--	--	----------------------

GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Charl for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GOAL		
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE	9/10.W-	Writing Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)	
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.	
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-OC.	Oral Communications (OC)	
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.	
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)	
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.	
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88	
Idaho Content Standards  Language Arts  Grade 9 - Adopted: 2022			
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)	
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	

 $\begin{array}{ll} {\rm STANDARD}\,I & {\rm 9/10.RC\text{-}} & {\rm Reading} \; {\rm Comprehension} \; {\rm Strand} \\ {\rm COURSE} & & & & & & & & & & & \\ \end{array}$ 

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
ST ANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / 9/10.RS- Research Strand COURSE

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
ST ANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98
		Idaho Content Standards  Language Arts  Grade 9 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Cl for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so studen can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD /	9/10.VD-	Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

### Idaho Content Standards Language Arts

Grade 9 - Adopted: 2022

STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

CONTENT	9
KNOWLEDGE	-1
AND SKILLS /	
GOAL	

9/10.RC Text Complexity (TC)

GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Char for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)

COURSE	3/10.W-	Witting Strain	
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)	
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.	
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)	
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.	
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126	
	Idaho Content Standards  Language Arts  Grade 9 - Adopted: 2022		
		Language Arts	
STANDARD / COURSE	9/10.RC-	Language Arts	
		Language Arts Grade 9 - Adopted: 2022	
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.RC	Language Arts Grade 9 - Adopted: 2022  Reading Comprehension Strand	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC. 9/10.RC- TC.1.	Language Arts Grade 9 - Adopted: 2022  Reading Comprehension Strand  Text Complexity (TC)  Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.RC -TC. 9/10.RC- TC.1.	Language Arts Grade 9 - Adopted: 2022  Reading Comprehension Strand  Text Complexity (TC)  Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.RC -TC. 9/10.RC- TC.1. 9/10.RC-	Language Arts Grade 9 - Adopted: 2022  Reading Comprehension Strand  Text Complexity (TC)  Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)  Reading Comprehension Strand	

STANDARD / 9/10.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
ST ANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.

GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132
		Idaho Content Standards
		Language Arts Grade 9 - Adopted: 2022
ST ANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.

OBJECTIVE 9/10-VP- Vocabulary Development Strand COURSE  STANDARD / 9/10-VP- Vocabulary Development Strand  CONTENT COURSE  9/10-VP- Vocabulary Development Strand  SUE / BIG DR WB.1. 9/10-VP- WB.1. 9/1			
CONTENT (NOM.EDGE AND SKILLS)  910.VD. Web. Web. 910.VD. Web.  910.VD. Web.  910.VD. Web.  910.VD. Web.  910.VD. Web. 910.VD. Web.  910.VD. Web. 910.VD. Verify the preliminary determination of the meaning of a world or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  STANDARD / CONTENT (NOM.EDGE AND SKILLS)  910.VD. Academic Vocabulary (AV)  Academi	OBJECTIVE		
AND SKILLS    WB. 3010 VD- IDEA    WB. 3.1.    Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.  OBJECTIVE    9/10 VD- WB.1a.    Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  OBJECTIVE    9/10 VD- WB.1d.    Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the interred meaning in context or in a dictionary).  STANDARD    CONTENT    NOW.    9/10 VD- Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, demonstrate independence when gathering vocabulary introducing a word or phrase important to comprehension or expression. Use these words in discussions and writing.  STANDARD    9/10 RS- Research Strand    CONTENT    NOW.    9/10 RS- GOAL    9/10		9/10.VD-	Vocabulary Development Strand
OBJECTIVE 9/10.VD- Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text a word's position or function in a sentence) as a clue to the meaning of a word or phrase (e.g., by checking the inferred meaning in which process to find a dictionary).  STANDARD / 9/10.VD- Vocabulary Development Strand  COURSE  CONTENT KNOWLEGGE AND SKILLS / 9/10.VD- Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.  STANDARD / 9/10.RS- Research Strand  CONTENT Ph. Inquiry Process to Build, Present, and Use Knowledge (IP)  Inquiry Process to Build, Present, and Use Knowledge (IP)  Inquiry Process to Build, Present, and Use Knowledge (IP)  STANDARD / 9/10.RS- Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a sandarid approved format (e.g., APA, MLA, Chicago) for claidions and biblingraphies.  STANDARD / 9/10.RS- Research Strand  CONTENT COURSE  CONTENT COURSE  CONTENT RANDARD / 9/10.RS- Read a series of lexits organized around a variety of conceptually related topics to build knowledge about the world. (These lexis should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support)  STANDARD / 9/10.W- Writing Strand  CONTENT RAND SKILLS / RW. Writing Strand  CONTENT RAND SKILLS / RW. Writing Strand	KNOWLEDGE AND SKILLS /		Word Building (WB)
WB.1a. sentence) as a clue to the meaning of a word or phrase.  OBJECTIVE 9/10.VD- 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).  STANDARD / 9/10.VD- Vocabulary Development Strand  COURSE  ODITION AV. Academic Vocabulary (AV)  Av. Beach of Mining In grade-level reading and content, demonstrating precipit words in discussions and writing.  STANDARD / 9/10.RS- Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry garbering relevant information from a variety authoritative some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry garbering relevant information from a variety authoritative some action or share findings orally or in writing by formul			
STANDARD / OCURSE  STANDARD / OC	OBJECTIVE		
CONTENT KNOWLEDGE AV.  Academic Vocabulary (AV)  Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  BIP.  Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  PJ.O.RS- Research Strand  Deep Reading on Topics to Build Knowledge (DR)  DR.  PJ.O.RS- Read a series of lexts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / RW.  Range of Writing (RW)  Range of Writing (RW)	OBJECTIVE		
AV.   Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.    STANDARD / COURSE		9/10.VD-	Vocabulary Development Strand
AV.3. reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.  STANDARD / OURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA PIO.RS- Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA PIO.RS- Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / PIO.W- Writing Strand  CONTENT KNOWLEDGE PIO.W- Writing Strand  CONTENT KNOWLEDGE PIO.W- Writing Strand  CONTENT KNOWLEDGE PIO.W- Range of Writing (RW)  RW. Range of Writing (RW)	KNOWLEDGE AND SKILLS /		Academic Vocabulary (AV)
CONTENT KNOWLEDGE AND SKILLS / GOAL  9/10.RS- Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA DR Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / Pl.2. Writing Strand  CONTENT KNOWLEDGE AND SKILLS / RW. RW. RR Range of Writing (RW)  RW. Range of Writing (RW)	GLE / BIG IDEA		reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or
RNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA GOAL  GLE / BIG IDEA SIP.1.  Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  Deep Reading on Topics to Build Knowledge (DR)  Plant Signature of the standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  Deep Reading on Topics to Build Knowledge (DR)  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA DR2.  Plant Signature of the standard arrange of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  Plant Signature of the standard approved formation and considering alternative avenues of inquiry; gathering by or in writing by formulating by formulating a research question and considering alternative avenues of inquiry; gathering by or in writing by formulating a research question and considering alternative avenues of inquiry; gathering by or in writing by formulating and serial information from a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / Plant Signature of the standard approved formation and considering alternative avenues of inquiry; gathering relevant information from a variety of conceptually related topics to build knowledge (DR)  Writing Standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.		9/10.RS-	Research Strand
IP.1. formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  9/10.RS- Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / Range of Writing (RW)  Range of Writing (RW)	KNOWLEDGE AND SKILLS /		Inquiry Process to Build, Present, and Use Knowledge (IP)
CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  9/10.RS- Deep Reading on Topics to Build Knowledge (DR)  GLE / BIG IDEA  9/10.RS- Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / Range of Writing (RW)	GLE / BIG IDEA		formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  9/10.RS- Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  9/10.W- Writing Strand  CONTENT KNOWLEDGE AND SKILLS / Pl.O.W- Range of Writing (RW)		9/10.RS-	Research Strand
DR.2. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / COURSE  ONTENT KNOWLEDGE AND SKILLS / P/10.W- Range of Writing (RW)	KNOWLEDGE AND SKILLS /		Deep Reading on Topics to Build Knowledge (DR)
CONTENT 9/10.W- Range of Writing (RW) RW. RW.	GLE / BIG IDEA		(These texts should be at a range of complexity levels so students can read the texts independently, with peers, or
KNOWLEDGE RW. AND SKILLS /		9/10.W-	Writing Strand
	KNOWLEDGE AND SKILLS /		Range of Writing (RW)

GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138
		Idaho Content Standards

# Language Arts

Grade 9 - Adopted: 2022

## STANDARD / 9/10.RC- Reading Comprehension Strand COURSE

CONTENT KNOWLEDGE AND SKILLS / GOAL		Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC-	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the

TE.3. authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

# STANDARD / 9/10.RS- Research Strand CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RS- Research Strand 10.RS- Research Strand 10

AND SKILLS / GOAL	IP.	
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a

standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

## STANDARD / SCOURSE

#### 9/10.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)

## STANDARD / COURSE

#### 9/10.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.

## STANDARD / COURSE

#### 9/10.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

#### UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow, develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)

9/10.GC- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific

meanings and add variety and interest to writing or presentations.

GLE / BIG IDEA

GU.1g.

GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160
		Idaho Content Standards
		Language Arts  Grade 9 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- L.	Literature (L)
GLE / BIG IDEA	9/10.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC- L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.

OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.
OBJECTIVE	9/10.RC- L.5d.	Analyze points of view or cultural experiences that represent diverse voices and perspectives in works of literature.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE		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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

ST	ANDARD	)
CO	LIRSE	

9/10.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

#### **Idaho Content Standards** Language Arts Grade 9 - Adopted: 2022

ST	ΑN	D	٩R
CO	UF	S	Е

#### 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL		Text Complexity (TC)
GLE / BIG IDEA	9/10 RC-	Independently and proficiently read and comprehend texts representing a balance of genres cultures and

#### 9/10.RC- Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and TC.1. perspectives that exhibit complexity at the higher end of the grades 9-10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

#### STANDARD / 9/10.RC- Reading Comprehension Strand COURSE

CONTENT 9/10.RG KNOWLEDGE -V. AND SKILLS / GOAL	Volume of Reading to Build Knowledge (V)
--	--

GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.

#### STANDARD / COURSE

#### 9/10.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

## **Idaho Content Standards** Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE

#### 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

#### STANDARD / **COURSE**

#### 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

#### STANDARD / **COURSE**

#### 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL		Textual Evidence (TE)
CLE / BIC IDEA	0/10 DC	Draw ample evidence from grade level toyte to cuppert claims and inferences, attending to the precise details of the

#### GLE / BIG IDEA

TE.3.

9/10.RC- Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE

9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)			
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.			
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.			
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.			
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.			
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)			
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.			
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
OBJECTIVE	9/10.VD- WB.1d.	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).			
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)			
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.			
STANDARD / COURSE	9/10.RS-	Research Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)			
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.			
STANDARD / COURSE	9/10.RS-	Research Strand			

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)		
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		
STANDARD / COURSE	9/10.W-	Writing Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)		
GLE / BIG IDEA	9/10.W- RW.2.	(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)		
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.		
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)		
STANDARD /	9/10.W-	Ministra Chand		
COURSE	9/10.W-	Writing Strand		
	9/10.W- HWK.	Handwriting and Keyboarding (HWK)		
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.W-			
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK. 9/10.W- HWK.7.	Handwriting and Keyboarding (HWK)  Write by hand or with technology to produce, publish, and update individual or shared writing products, taking		
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.W- HWK. 9/10.W- HWK.7.	Handwriting and Keyboarding (HWK)  Write by hand or with technology 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.		
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.W- HWK. 9/10.W- HWK.7. 9/10.ODC	Handwriting and Keyboarding (HWK)  Write by hand or with technology 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.  Oral and Digital Communications Strand		
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.7. 9/10.ODC 	Handwriting and Keyboarding (HWK)  Write by hand or with technology 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.  Oral and Digital Communications Strand  Digital Communications (DC)  Analyze various accounts of a subject told in different media (e.g., a person's life story in print or digitally),		
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD /	9/10.W- HWK.7. 9/10.ODC 	Handwriting and Keyboarding (HWK)  Write by hand or with technology 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.  Oral and Digital Communications Strand  Digital Communications (DC)  Analyze various accounts of a subject told in different media (e.g., a person's life story in print or digitally), determining which details are emphasized in each account.		

GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206			
		Idaho Content Standards  Language Arts  Grade 9 - Adopted: 2022			
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)			
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)			
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	olume of Reading to Build Knowledge (V)			
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)			
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)			
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.			
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)			
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.			
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.			
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.			

9/10.RC- Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences,

paragraphs, and sections of texts contribute to the whole.

OBJECTIVE

NF.6c.

STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)			
GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.			
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
OBJECTIVE	9/10.VD- WB.1d.	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).			
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)			
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.			
STANDARD / COURSE	9/10.RS-	Research Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)			
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.			
STANDARD / COURSE	9/10.RS-	Research Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)			
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)			
STANDARD / COURSE	9/10.W-	Writing Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)			
GLE / BIG IDEA	9/10.W-	(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)			

RW.2.

GLE / BIG IDEA	9/10.W- RW.3.	te informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, if previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, ended definitions, concrete details, quotations, or other information and examples from multiple authoritative arces appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the irmation or explanation presented.			
GLE / BIG IDEA	9/10.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.			
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)			
STANDARD / COURSE	9/10.W-	Writing Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)			
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.			
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)			
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- M.	Mechanics (M)			
GLE / BIG IDEA	9/10.GC -M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.			
OBJECTIVE	9/10.GC-	Use a colon to introduce a list or quotation.			

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

Idaho Content Standards
Language Arts
Grade 9 - Adopted: 2022

STANDARD / COURSE M.2b.

9/10.RC- Reading Comprehension Strand

	9/10.RC TC.	Text Complexity (TC)			
	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)			
STANDARD / SCOURSE	9/10.RC-	Reading Comprehension Strand			
	9/10.RC V.	Volume of Reading to Build Knowledge (V)			
		Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)			
STANDARD / S COURSE	9/10.RC-	Reading Comprehension Strand			
	9/10.RC TE.	Textual Evidence (TE)			
	9/10.RC- ГЕ.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.			
STANDARD / SCOURSE	9/10.RC-	Reading Comprehension Strand			
	9/10.RC- NF.	Nonfiction Text (NF)			
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.			
	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.			
	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.			
	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.			
STANDARD / SCOURSE	9/10.VD-	Vocabulary Development Strand			
	9/10.VD- WB.	Word Building (WB)			

OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
OBJECTIVE	9/10.VD- WB.1d.	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).			
STANDARD / COURSE	9/10.VD-	ocabulary Development Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)			
GLE / BIG IDEA	9/10.VD- AV.3.	acquire and use accurately general academic and content-specific words and phrases occurring in grade-level eading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or hrase important to comprehension or expression. Use these words in discussions and writing.			
STANDARD / COURSE	9/10.RS-	Research Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)			
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.			
STANDARD / COURSE	9/10.RS-	Research Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)			
GLE / BIG IDEA	9/10.RS- DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)			
STANDARD / COURSE	9/10.W-	Writing Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)			
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.			
GLE / BIG IDEA	9/10.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.			

GLE / BIG IDEA	9/10.W- RW.6.	revelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing in addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of rade-level Grammar and Conventions.)		
STANDARD / COURSE	9/10.W-	Writing Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)		
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.		
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)		
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.		
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- M.	Mechanics (M)		
GLE / BIG IDEA	9/10.GC -M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.		
OBJECTIVE	9/10.GC- M.2b.	Use a colon to introduce a list or quotation.		
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236		

#### Idaho Content Standards Language Arts Grade 9 - Adopted: 2022

STANDARD /	9/10.RC-	Reading	Comprehension	Strand
COURSE				

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
CLE / BIC IDEA	0/10 PC	Independently and profesiontly road and comprehend toxte representing a halance of genres cultures and

9/10.RC- Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and GLE / BIG IDEA TC.1. perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD /	9/10.RC-	Reading	Comprehension Strand
COURSE			

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)			
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)			
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)			
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.			
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- L.	Literature (L)			
GLE / BIG IDEA	9/10.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.			
OBJECTIVE	9/10.RC- L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.			
OBJECTIVE	9/10.RC- L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.			
OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.			
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)			
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.			
OBJECTIVE	9/10.RC- NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.			
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand			
CONTENT KNOWLEDGE AND SKILLS /	9/10.VD- WB.	Word Building (WB)			

GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC- GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

### Idaho Content Standards Language Arts

Grade 9 - Adopted: 2022

STANDARD /	9/10.RC-	Reading	Comprehension Strand
COURSE			

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

## STANDARD / 9/10.RC- Reading Comprehension Strand COURSE

CONTENT STANDARD   9/10.RC   10.RC   1
V2. vocabulary, (Ness texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)  STANDARD / 9/10.RC Reading Comprehension Strand  COUTENT OF TEXT O
CONTENT RANDARD / Factor of the process of the text including how themes emerge and are shaped and refined by specific details.  OBJECTIVE 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the pilot.  STANDARD / 9/10.RC- Literature (L)  OBJECTIVE 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the pilot.  OBJECTIVE 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the pilot.  OBJECTIVE 9/10.RC- Analyze how suthors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.  STANDARD / 9/10.RC- Reading Comprehension Strand  CONTENT NF. Spilo.RC- Nonfiction Text (NF)  NF. OBJECTIVE 9/10.RC- Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / Vocabulary Development Strand  CONTENT NF. 6e.  STANDARD / 9/10.RC- Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / 9/10.RC- Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / 9/10.RC- Vocabulary Development Strand  CONTENT NOW.EDGE 8/10.VD- Vocabulary Development Strand  OBJECTIVE 9/10.RC- Vocabulary Development Strand
AND SKILLS 7 GOAL 9/10.RC- TE. 9/10.RC- TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and clifing textual references.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS 7 GOAL 1910.RC- Literature (L)  Wise evidence from literature to demonstrate understanding of grade-level texts.  OBJECTIVE 9/10.RC- L.Sa. Analyze the development of themes over the course of the text including how themes emerge and are shaped and refined by specific details.  OBJECTIVE 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.  OBJECTIVE 9/10.RC- Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.  STANDARD / OSCIENTER No. Nonfliction Text (NF)  NF. OSCIENTER NF. Sh. Sh. Sh. Sh. Sh. Sh. Sh. Sh. Sh. Sh
TE.3. authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.  STANDARD / 9/10.RC- Reading Comprehension Strand  CONTENT KNOWLEDGE AND SKILLS / 60AL  GLE / BIG ONLILS / 9/10.RC- L.5.  GBJECTIVE 9/10.RC- Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.  GBJECTIVE 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.  GBJECTIVE 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.  GBJECTIVE 9/10.RC- Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.  STANDARD / 9/10.RC- Reading Comprehension Strand  CONTENT NOWLEDGE AND SKILLS / GOAL  GLE / BIG 9/10.RC- Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / OCOURSE  GLE / BIG 9/10.VD- Vocabulary Development Strand  GLE / BIG 9/10.VD- Word Building (WB)  Were defined by 10.0 RC- Potentine or clarify the meaning of unknown and multiple-meaning words and phrases based on
CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG
AND SKILLS / GOAL  GLE / BIG G
OBJECTIVE 9/10.RC- L5a. Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.  OBJECTIVE 9/10.RC- L5b. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.  OBJECTIVE 9/10.RC- L5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG 9/10.RC- NF.6. Vsee evidence from nonfiction works to demonstrate understanding of grade-level texts.  OBJECTIVE 9/10.RC- NF.6. Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / COURSE  CONTENT NF.6. Word Building (WB)  Word Building (WB)  GLE / BIG 9/10.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
DBJECTIVE 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.  OBJECTIVE 9/10.RC- Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.  STANDARD / COURSE  ONLEGE 9/10.RC- Reading Comprehension Strand  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG 9/10.RC- NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.  OBJECTIVE 9/10.RC- Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / COURSE  ONLE / BIG 9/10.VD- Vocabulary Development Strand  CLE / BIG 9/10.VD- Word Building (WB)  WB. 9/10.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
DBJECTIVE 9/10.RC- L.5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.  STANDARD / COURSE  STANDARD / 9/10.RC- Reading Comprehension Strand  ON TENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG 19/10.RC Vs. Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / COURSE  ON TENT KNOWLEDGE 9/10.VD- Vocabulary Development Strand  CONTENT KNOWLEDGE 9/10.VD- WB. Word Building (WB)  GLE / BIG 9/10.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
L.5c. explain how they contribute to its overall structure and meaning.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  P/10.RC - Nonfiction Text (NF)  NF. Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / COURSE  CONTENT KNOWLEDGE Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG 9/10.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  9/10.RC -NF.6.  Use evidence from nonfiction works to demonstrate understanding of grade-level texts.  OBJECTIVE  9/10.RC -NF.6e.  Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / COURSE  ONTENT KNOWLEDGE AND SKILLS / GOAL  9/10.VD- Word Building (WB)  Word Building (WB)  Word Building (WB)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  9/10.RC -NF.6.  Use evidence from nonfiction works to demonstrate understanding of grade-level texts.  9/10.RC -NF.6.  9/10.RC -NF.6.  4 Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  9/10.VD- Word Building (WB)  Word Building (WB)  GLE / BIG  9/10.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
OBJECTIVE  9/10.RC- NF.6e.  Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  9/10.VD- WB.  Word Building (WB)  GLE / BIG  9/10.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
NF.6e. concepts of liberty, equality, individual responsibility, and justice.  STANDARD / Political STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG  STANDARD / Vocabulary Development Strand  Word Building (WB)  Word Building (WB)  Well Building (WB)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG  9/10.VD- Word Building (WB)
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG 9/10.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
grade foreigneously from a range of citatograci

OBJECTIVE	9/10.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD- WB.1d.	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).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W- RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow, develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

information or explanation presented.

GLE / BIG IDEA	9/10.W- RW.6.	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 should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology 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.
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
		Grammar and Conventions Strand  Grammar and Usage (GU)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.GC -GU.	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC -GU. 9/10.GC- GU.1g.	Grammar and Usage (GU)  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific