

## Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

**Kentucky Academic Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2019

**STRAND**                      **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION    RL.9-10.1.    Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND**                      **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION    RL.9-10.2.    Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

**STRAND**                      **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION    RL.9-10.3.    Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

**STRAND**                      **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION    RL.9-10.4.    Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND**                      **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.9-10.1.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
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INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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INDICATOR	C.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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INDICATOR	C.9-10.2.h.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9-10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9-10.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	C.9-10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Production and Distribution
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Research to Build and Present Knowledge
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION L.9-10.1. In both written and oral expression:

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

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.3</b>	<b>Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

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

INDICATOR L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

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

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

INDICATOR L.9-10.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

EXPECTATION RL.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.</b>

EXPECTATION RL.9-10.2. Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

EXPECTATION RL.9-10.3. Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.5</b>	<b>Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.</b>

EXPECTATION RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex literary texts independently and proficiently.</b>

EXPECTATION	RL.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.

INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9-10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9-10.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	C.9-10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>
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EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>
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<b>EXPECTATION</b>	<b>L.9-10.1.</b>	<b>In both written and oral expression:</b>
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INDICATOR L.9-10.1.b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.3</b>	<b>Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
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<b>EXPECTATION</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</b>
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INDICATOR L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
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<b>EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</b>
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INDICATOR L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR L.9-10.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>
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EXPECTATION RL.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.</b>
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EXPECTATION RL.9-10.2. Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
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EXPECTATION RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex literary texts independently and proficiently.</b>
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EXPECTATION RL.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>
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EXPECTATION RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>
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EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.</b>

EXPECTATION    RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION    RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION    RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

EXPECTATION    C.9-10.1. Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR        C.9-10.1.g. 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.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>

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

INDICATOR        C.9-10.2.h. 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.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
<b>INDICATOR</b>	C.9-10.3.g.	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.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
<b>EXPECTATION</b>	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>
<b>EXPECTATION</b>	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND**                      **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</b>
<b>INDICATOR</b>	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

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

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.</b>

EXPECTATION RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

<b>EXPECTATION</b>	<b>C.9-10.1.</b>	<b>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION    C.9-10.6.    Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION    C.9-10.7.    Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND**                      **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

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

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

INDICATOR        L.9-10.4.d.    Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019**

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

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

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>
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EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.</b>

EXPECTATION RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

EXPECTATION C.9-10.1. Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR C.9-10.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.9-10.1.g. 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.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
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EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

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

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

INDICATOR L.9-10.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.</b>

EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

EXPECTATION	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.5</b>	<b>Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.</b>

EXPECTATION	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex literary texts independently and proficiently.</b>

EXPECTATION	RL.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9-10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9-10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Production and Distribution
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
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EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

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

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

INDICATOR L.9-10.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019**

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

EXPECTATION RL.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.</b>

EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.9-10.1.g.	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.
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**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>

INDICATOR	C.9-10.2.h.	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.
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**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>

INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
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INDICATOR	C.9-10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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INDICATOR	C.9-10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
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INDICATOR	C.9-10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
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INDICATOR	C.9-10.3.g.	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.
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**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
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**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>
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EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>
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EXPECTATION L.9-10.1. In both written and oral expression:

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

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
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EXPECTATION L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.

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

INDICATOR L.9-10.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019**

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>
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EXPECTATION RL.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.</b>
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EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

EXPECTATION	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.5</b>	<b>Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.</b>

EXPECTATION	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex literary texts independently and proficiently.</b>

EXPECTATION	RL.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.9-10.1.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>

INDICATOR	C.9-10.2.h.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>

INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
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INDICATOR	C.9-10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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INDICATOR	C.9-10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
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INDICATOR	C.9-10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
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INDICATOR	C.9-10.3.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Production and Distribution
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Range of Writing
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>
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EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>
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<b>EXPECTATION</b>	<b>L.9-10.1.</b>	<b>In both written and oral expression:</b>
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INDICATOR L.9-10.1.b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
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<b>EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</b>
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INDICATOR L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR L.9-10.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019**

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>
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EXPECTATION RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>
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EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
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**STRAND** **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
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**STRAND** **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.9-10.1.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION    C.9-10.6.    Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION    C.9-10.7.    Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND**                      **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION    L.9-10.1.    **In both written and oral expression:**

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

**STRAND**                      **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

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

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

INDICATOR        L.9-10.4.d.    Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

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

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>

EXPECTATION    RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.</b>

EXPECTATION    RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION    RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION    RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>EXPECTATION</b>	<b>C.9-10.1.</b>	<b>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
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EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION L.9-10.1. **In both written and oral expression:**

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

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</b>
<b>INDICATOR</b>	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019**

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

**EXPECTATION** RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>

**EXPECTATION** RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

**EXPECTATION** RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION	RI.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.

INDICATOR	C.9-10.3.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Production and Distribution</b>
STANDARD / ORGANIZER	GP.W.4	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Research to Build and Present Knowledge</b>
STANDARD / ORGANIZER	GP.W.5	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Research to Build and Present Knowledge</b>
STANDARD / ORGANIZER	GP.W.6	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Range of Writing</b>
STANDARD / ORGANIZER	GP.W.7	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		<b>Conventions of Standard English</b>
STANDARD / ORGANIZER	GP.L.1	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION L.9-10.1. In both written and oral expression:

INDICATOR	L.9-10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND** Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019

**STRAND** Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND** Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

**STRAND** Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9-10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9-10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9-10.3.g.	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.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION    C.9-10.4.    Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION    C.9-10.7.    Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND**                      **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION    L.9-10.1.    **In both written and oral expression:**

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

**STRAND**                      **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

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

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

INDICATOR        L.9-10.4.d.    Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

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

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.</b>

EXPECTATION RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.7</b>	<b>Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.</b>

EXPECTATION RI.9-10.7. Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION	RI.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.



INDICATOR	C.9-10.3.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Production and Distribution</b>
STANDARD / ORGANIZER	GP.W.4	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Research to Build and Present Knowledge</b>
STANDARD / ORGANIZER	GP.W.5	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Research to Build and Present Knowledge</b>
STANDARD / ORGANIZER	GP.W.6	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Range of Writing</b>
STANDARD / ORGANIZER	GP.W.7	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		<b>Conventions of Standard English</b>
STANDARD / ORGANIZER	GP.L.1	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION L.9-10.1. In both written and oral expression:

INDICATOR	L.9-10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND** Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
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**STRAND** **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.9-10.7.	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
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**STRAND** **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.9-10.1.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.9-10.2.	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Text Types and Purposes</b>
STANDARD / ORGANIZER	GP.W.3	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
EXPECTATION	C.9-10.3.	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Production and Distribution</b>
STANDARD / ORGANIZER	GP.W.4	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Research to Build and Present Knowledge</b>
STANDARD / ORGANIZER	GP.W.5	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION    C.9-10.6.    Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION    C.9-10.7.    Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND**                      **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION    L.9-10.1.    **In both written and oral expression:**

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

**STRAND**                      **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.3</b>	<b>Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

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

INDICATOR        L.9-10.3.a.    Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

**STRAND**                      **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

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

INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

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

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

EXPECTATION RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Integration of Knowledge and Ideas
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.7</b>	<b>Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.</b>
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EXPECTATION RI.9-10.7. Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

EXPECTATION C.9-10.1. Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR C.9-10.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.9-10.1.g. 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.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>

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

INDICATOR C.9-10.2.a. Produce writing in which the development and organization are appropriate to task and purpose.

INDICATOR C.9-10.2.b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR C.9-10.2.c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR C.9-10.2.e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR C.9-10.2.h. 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.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
<b>INDICATOR</b>	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
<b>INDICATOR</b>	C.9-10.3.g.	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.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
<b>EXPECTATION</b>	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
<b>EXPECTATION</b>	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>
<b>EXPECTATION</b>	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>



EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.
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**STRAND** Language—Grade 9-10

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:

INDICATOR	L.9-10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND** Language—Grade 9-10

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

INDICATOR	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STRAND** Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND** Composition—Grade 9-10

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<b>EXPECTATION</b>	<b>C.9-10.1.</b>	<b>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION L.9-10.1. **In both written and oral expression:**

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

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.3</b>	<b>Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
<b>EXPECTATION</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</b>

<b>INDICATOR</b>	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STRAND** Language—Grade 9-10

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</b>

<b>INDICATOR</b>	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019**

**STRAND** Composition—Grade 9-10

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>EXPECTATION</b>	<b>C.9-10.1.</b>	<b>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

<b>INDICATOR</b>	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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<b>INDICATOR</b>	C.9-10.1.g.	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.
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**STRAND** Composition—Grade 9-10

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>

<b>INDICATOR</b>	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION L.9-10.1. **In both written and oral expression:**

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

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.3</b>	<b>Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

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

INDICATOR L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

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

INDICATOR	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019

**STRAND** Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND** Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
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**STRAND** Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
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**STRAND** Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STRAND** Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.9-10.1.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
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INDICATOR	C.9-10.2.h.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
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INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
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INDICATOR	C.9-10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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INDICATOR	C.9-10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9-10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Production and Distribution</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>

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

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

INDICATOR L.9-10.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019

**STRAND** **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>
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EXPECTATION RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>
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EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.</b>
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EXPECTATION RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
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EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>
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EXPECTATION RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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EXPECTATION C.9-10.1. Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Production and Distribution
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
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EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.1</b>	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION L.9-10.1. **In both written and oral expression:**

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

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.3</b>	<b>Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
<b>EXPECTATION</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</b>
<b>INDICATOR</b>	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</b>
<b>INDICATOR</b>	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019**

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>
<b>EXPECTATION</b>	<b>RI.9-10.1.</b>	<b>Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>
<b>EXPECTATION</b>	<b>RI.9-10.2.</b>	<b>Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.</b>

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.</b>
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EXPECTATION RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.7</b>	<b>Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.</b>

EXPECTATION RI.9-10.7. Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

**STRAND Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

EXPECTATION C.9-10.1. Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR C.9-10.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR C.9-10.1.b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.

INDICATOR C.9-10.1.c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

INDICATOR	C.9-10.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	C.9-10.1.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Production and Distribution
<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.
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**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.9-10.1.	In both written and oral expression:
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INDICATOR	L.9-10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
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INDICATOR	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STRAND** Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

**STRAND** Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION    RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.7</b>	<b>Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.</b>

EXPECTATION    RI.9-10.7. Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

**STRAND**                      **Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex informational texts independently and proficiently.</b>

EXPECTATION    RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

**STRAND**                      **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

EXPECTATION    C.9-10.1. **Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

INDICATOR        C.9-10.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR        C.9-10.1.b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.

INDICATOR        C.9-10.1.c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

INDICATOR        C.9-10.1.e. Establish and maintain a task appropriate writing style.

INDICATOR        C.9-10.1.f. Provide a concluding statement or section that follows from and supports the argument presented.

INDICATOR	C.9-10.1.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>
<b>EXPECTATION</b>	<b>C.9-10.2.</b>	<b>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</b>

INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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INDICATOR	C.9-10.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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INDICATOR	C.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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INDICATOR	C.9-10.2.h.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
<b>STANDARD / ORGANIZER</b>	<b>GP.W.3</b>	<b>Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.</b>
<b>EXPECTATION</b>	<b>C.9-10.3.</b>	<b>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</b>

INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
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INDICATOR	C.9-10.3.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Production and Distribution
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<b>STANDARD / ORGANIZER</b>	<b>GP.W.4</b>	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>
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EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.5</b>	<b>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.6</b>	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Writing</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.7</b>	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Conventions of Standard English</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.2</b>	<b>Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</b>

EXPECTATION L.9-10.2. **When writing:**

INDICATOR L.9-10.2.b. Demonstrate appropriate use of a colon to introduce a list or quotation.

**STRAND** **Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Knowledge of Language</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.3</b>	<b>Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

<b>EXPECTATION</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</b>
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<b>INDICATOR</b>	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STRAND Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
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<b>EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</b>
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<b>INDICATOR</b>	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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<b>INDICATOR</b>	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

**Kentucky Academic Standards  
Language Arts  
Grade 9 - Adopted: 2019**

**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>
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<b>EXPECTATION</b>	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</b>
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<b>EXPECTATION</b>	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
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**STRAND Reading Standards for Informational Text—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
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<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.</b>
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EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
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**STRAND** **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.9-10.1.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
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INDICATOR	C.9-10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9-10.2.h.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.g.	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.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.
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**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.9-10.1.	In both written and oral expression:
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INDICATOR	L.9-10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION	L.9-10.2.	When writing:
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INDICATOR	L.9-10.2.b.	Demonstrate appropriate use of a colon to introduce a list or quotation.
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**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
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INDICATOR	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		Vocabulary Acquisition and Use
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<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</b>
<b>INDICATOR</b>	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

**Kentucky Academic Standards**  
**Language Arts**  
Grade 9 - Adopted: 2019

**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.1</b>	<b>Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</b>

<b>EXPECTATION</b>	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.</b>

<b>EXPECTATION</b>	RL.9-10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

<b>EXPECTATION</b>	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.5</b>	<b>Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.</b>

EXPECTATION	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex literary texts independently and proficiently.</b>

EXPECTATION	RL.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.1</b>	<b>Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR	C.9-10.1.g.	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.
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**STRAND** **Composition—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Text Types and Purposes</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.W.2</b>	<b>Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.</b>

EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
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INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	C.9-10.2.h.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9-10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9-10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9-10.3.f.	Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
INDICATOR	C.9-10.3.g.	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.

**STRAND**                      **Composition—Grade 9-10**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

**STRAND**                      **Composition—Grade 9-10**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND**                      **Composition—Grade 9-10**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.
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**STRAND** Language—Grade 9-10

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:

INDICATOR	L.9-10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND** Language—Grade 9-10

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

INDICATOR	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STRAND** Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND** Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.2</b>	<b>Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.</b>

EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Key Ideas and Details</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.3</b>	<b>Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

EXPECTATION	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.4</b>	<b>Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Craft and Structure</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.5</b>	<b>Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.</b>

EXPECTATION	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STRAND** **Reading Standards for Literature—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.R.10</b>	<b>Students will read, comprehend and analyze complex literary texts independently and proficiently.</b>

EXPECTATION	RL.9-10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9-10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-10.1.g.	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.

**STRAND**                      **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9-10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9-10.2.h.	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.

**STRAND**                      **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9-10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9-10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9-10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9-10.3.f.	Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.

INDICATOR	C.9-10.3.g.	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.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Production and Distribution</b>
STANDARD / ORGANIZER	GP.W.4	<b>Students will use digital resources to create and publish products as well as to interact and collaborate with others.</b>

EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Research to Build and Present Knowledge</b>
STANDARD / ORGANIZER	GP.W.6	<b>Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.</b>

EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**STRAND** **Composition—Grade 9-10**

CATEGORY / GOAL		<b>Range of Writing</b>
STANDARD / ORGANIZER	GP.W.7	<b>Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.</b>

EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.
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**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		<b>Conventions of Standard English</b>
STANDARD / ORGANIZER	GP.L.1	<b>Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>

EXPECTATION	L.9-10.1.	<b>In both written and oral expression:</b>
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INDICATOR	L.9-10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STRAND** **Language—Grade 9-10**

CATEGORY / GOAL		<b>Knowledge of Language</b>
STANDARD / ORGANIZER	GP.L.3	<b>Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

EXPECTATION	L.9-10.3.	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</b>
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INDICATOR	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STRAND**

**Language—Grade 9-10**

<b>CATEGORY / GOAL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / ORGANIZER</b>	<b>GP.L.4</b>	<b>Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.</b>
<b>EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</b>

INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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INDICATOR	L.9-10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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