Main Criteria: Structure and Style for Students
Secondary Criteria: Kentucky Academic Standards

Subject: Language Arts
Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Kentucky Academic Standards Language Arts Grade 9 - Adopted: 2019

		Grade 9 - Adopted: 2019
STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / 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

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.

STANDARD / ORGANIZER

GP.R.5

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

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.

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
ST ANDARD / 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.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
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.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
ST ANDARD / 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.

credibility and accuracy of each source and integrate the information for the purposes of analysis,

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.

reflection and research while avoiding plagiarism.

STRAND Composition—Grade 9-10

ORGANIZER

EXPECTATION

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.
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.
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.
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.

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Kentucky Academic Standards
Language Arts
Grade 9 - Adopted: 2019

CATEGORY /		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.
STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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.
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.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

CATEGORY / GOAL 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.910.3. 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.

CATEGORY / GOAL		Production and Distribution
ST ANDARD / 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

STRAND Composition—Grade 9-10

cite sources.

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.
EVDECTATION	C 0 10 6	Cather relevant information from multiple authoritative print and digital sources, using advanced coerahas affectively.

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

GOAL Range of Writing	CATEGORY / GOAL	Range of Writing		
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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.
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.
STRAND		Language—Grade 9-10
CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / 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.
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.
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Kentucky Academic Standards		

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Language Arts
Grade 9 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL	Key Ideas and Details		
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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		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		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.
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

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
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INDICATOR

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10.2.h.

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		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.
STRAND		Composition—Grade 9-10
CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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.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.

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.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.

CATEGORY/ GOAL		Production and Distribution
STANDARD / ORGANIZER		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

STRAND Composition—Grade 9-10

cite sources.

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER		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.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Kentucky Academic Standards Language Arts Grade 9 - Adopted: 2019

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		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.
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.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
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		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;

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.

STRAND Language—Grade 9-10

STRAND

CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.

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Kentucky Academic Standards Language Arts Grade 9 - Adopted: 2019

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

CATECORY	Kay Idaga and Dataila
CATEGORY /	Key Ideas and Details
GOAL	

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
ST ANDARD / 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		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.
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.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
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

Research to Build and Present Knowledge

CATEGORY / GOAL

ST ANDARD / 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.
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.
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.

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

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

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

Kentucky Academic Standards
Language Arts
Grade 9 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 9-10

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INDICATOR

CATEGORY / GOAL	Key Ideas and Details
STANDARD / ORGANIZER	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 I 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.
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.

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.

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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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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		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.
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 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46
		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.

	from it; cite specific textual evidence to support conclusions drawn from the text.
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.
	Reading Standards for Literature—Grade 9-10
	Key Ideas and Details
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.
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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
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.
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.
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
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		Range of Writing

ST ANDARD / 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.
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.
STRAND		Language—Grade 9-10
CATEGORY / GOAL		Language—Grade 9-10 Vocabulary Acquisition and Use
CATEGORY/	GP.L.4	
CATEGORY / GOAL STANDARD /		Vocabulary Acquisition and Use 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
CATEGORY / GOAL STANDARD / ORGANIZER		Vocabulary Acquisition and Use 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. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

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

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
ST ANDARD / 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 RL9- 10.3. Analyze how complex characters develop over the course of a text, interact with other characters and advance of plot or develop themes. STRAND Reading Standards for Literature—Grade 9-10 CATEGORY Craft and Structure GOAL GP.R.4 Students will interpret words and phrases as they are used in a text, including determining technic connotative and figurative meanings, and analyze how specific word choices shape meaning or ton meanings; analyze the cumulative impact of specific word choices on meaning and tone. STRAND Reading Standards for Literature—Grade 9-10 CATEGORY Craft and Structure GOAL Students will analyze the structure of texts, including how specific sentences, paragraphs and large portions of the text relate to each other and the whole. EXPECTATION RL9- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time or such effects as mystery, tension or surprise. STRAND Reading Standards for Literature—Grade 9-10 CATEGORY Range of Reading and Level of Text Complexity GOAL GP.R.10 Students will read, comprehend and analyze complex literary texts independently and proficiently. ORGANIZER GP.R.10 Students will read, comprehend and analyze complex literary texts independently and proficiently.			
CATEGORY/ GOAL Key Ideas and Details Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text, interact with other characters and advance in plot or develop themes. STRAND Reading Standards for Literature—Grade 9-10 CATEGORY/ GOAL STANDARD/ GORGANIZER Craft and Structure GOAL STANDARD/ ORGANIZER Determine the meaning of words and phrases as they are used in a text, including determining technic comnotative and figurative meanings, and analyze how specific word choices shape meaning or ton meaning of words and phrases as they are used in the text, including figurative and connotative meanings, and analyze how specific word choices shape meaning or ton 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 STANDARD/ ORGANIZER GP.R.5 Students will analyze the structure of texts, including how specific sentences, paragraphs and large portions of the text relate to each other and the whole. EXPECTATION RL9- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time or such detects as mystery, tension or surprise. STRAND Reading Standards for Literature—Grade 9-10 CATEGORY/ GOAL STANDARD/ ORGANIZER R.9- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time or such detects as mystery, tension or surprise. STRAND Reading Standards for Literature—Grade 9-10 CATEGORY/ GOAL STANDARD/ ORGANIZER Composition—Grade 9-10 CATEGORY/ COMPOSITION C-9- COMPOSE arguments to support claims in an analysis of substantive top	EXPECTATION		
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CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION RL.9- 10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizin inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. STRAND Composition—Grade 9-10 CATEGORY / GOAL 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- Compose arguments to support claims in an analysis of substantive topics or texts, using valid	EXPECTATION		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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EXPECTATION RL.9- 10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizin inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. STRAND Composition—Grade 9-10 CATEGORY / GOAL 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- Compose arguments to support claims in an analysis of substantive topics or texts, using valid			Range of Reading and Level of Text Complexity
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CATEGORY / GOAL 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- Compose arguments to support claims in an analysis of substantive topics or texts, using valid	EXPECTATION		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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ORGANIZER using valid reasoning and relevant and sufficient evidence. EXPECTATION C.9- Compose arguments to support claims in an analysis of substantive topics or texts, using valid			Text Types and Purposes
		GP.W.1	
	EXPECTATION		
INDICATOR C.9- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	INDICATOR		

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
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		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.
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.
STRAND		Language—Grade 9-10
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD /	GP.L.4	
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.
EXPECT ATION		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
		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. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

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

Kentucky Academic Standards Language Arts Grade 9 - Adopted: 2019

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.

Reading Standards for Informational Text—Grade 9-10 STRAND

STRAND

CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / 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 <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / 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 orde 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 <i>I</i> 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.
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.
NDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
NDICATOR	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 <i>I</i> GOAL		Text Types and Purposes
STANDARD /	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.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
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.

purpose.

C.9-10.3.a.

C.9-

10.3.g.

INDICATOR

INDICATOR

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / 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

on addressing what is most significant for a specific purpose and audience.

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.

Produce clear and coherent writing in which the development, organization and style are appropriate to task and

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing

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.

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.

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.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

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		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.
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.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
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 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 questio 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 effective 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.
EXPECTATION ST RAND	C.9-10.6.	assess the usefulness of each source in answering the research question; integrate information into the text
	C.9-10.6.	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 CATEGORY/	C.9-10.6.	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. Composition—Grade 9-10
STRAND CATEGORY / GOAL STANDARD /		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. Composition—Grade 9-10 Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
STRAND CATEGORY / GOAL STANDARD / ORGANIZER	GP.W.7	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. Composition—Grade 9-10 Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and
STRAND CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.
STRAND CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY /	GP.W.7	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. Composition—Grade 9-10 Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Language—Grade 9-10 Conventions of Standard English
STRAND CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL STANDARD / ORGANIZER	GP.W.7 C.9-10.7.	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. Composition—Grade 9-10 Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Language—Grade 9-10 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage where the standard english grammar and usage where th
STRAND CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL STANDARD / ORGANIZER	GP.W.7 C.9-10.7.	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. Composition—Grade 9-10 Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Language—Grade 9-10 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage where will demonstrate command of the conventions of standard English grammar and usage where the convention is standard english grammar and usage where the convent
STRAND CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION	GP.W.7 C.9-10.7. GP.L.1 L.9-10.1.	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. Composition—Grade 9-10 Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Language—Grade 9-10 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage whwriting and speaking. In both written and oral expression: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, preposition absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add

ST ANDARD / 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.

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Kentucky Academic Standards Language Arts Grade 9 - Adopted: 2019

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

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.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
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 <i>I</i> GOAL		Research to Build and Present Knowledge
ST ANDARD / 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.
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.
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

GP.R.10 Students will read, comprehend and analyze complex literary texts independently and proficiently.

STANDARD / ORGANIZER

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

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
ST ANDARD / 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.

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
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.

CATEGORY/ GOAL		Range of Writing
STANDARD / ORGANIZER		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.

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.

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 10 Page 99-112

Kentucky Academic Standards
Language Arts
Grade 9 - Adopted: 2019

CATEGORY /		Key Ideas and Details
GOAL		
ST ANDARD / 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
ST ANDARD / 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
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.
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-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing,
	10.10.	inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and
		analyze grade-level appropriate, complex informational texts independently and proficiently.

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.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.

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> GOAL		Research to Build and Present Knowledge
ST ANDARD / 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.
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.
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

Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

STANDARD / ORGANIZER

GP.R.3

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
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.
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.
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.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
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.

purpose.

C.9-10.3.a.

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10.3.g.

INDICATOR

INDICATOR

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / 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

on addressing what is most significant for a specific purpose and audience.

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.

Produce clear and coherent writing in which the development, organization and style are appropriate to task and

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing

STRAND Composition—Grade 9-10

CATEGORY / GOAL		Research to Build and Present Knowledge
ST ANDARD / 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.

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		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.

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.

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.

STRAND Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 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

STANDARD /	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in
ORGANIZER	01.111.7	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.
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.
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.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
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 I 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;

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.

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.

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 <i>I</i> 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.
STRAND		Language—Grade 9-10
CATEGORY <i>I</i> 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.
STRAND		Language—Grade 9-10
CATEGORY <i>I</i> 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 7: INVENTIVE WRITING Week 13 Page 133-138
		Kentucky Academic Standards

Kentucky Academic Standards Language Arts

Grade 9 - Adopted: 2019

CATEGORY / GOAL	Text Types and Purposes
STANDARD / ORGANIZER	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.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
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.

Produce clear and coherent writing in which the development, organization and style are appropriate to task and

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

purpose.

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INDICATOR

INDICATOR

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.
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.
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.
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.

STRAND Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.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

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-	Produce writing in which the development and organization are appropriate to task and purpose.

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

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.

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

PECTATION 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.

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
ST ANDARD / 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.
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.
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.
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.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 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.
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

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.

STANDARD / ORGANIZER

GP.R.5

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
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.
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.

10.3.c. experiences, events and/or characters. INDICATOR C.9- 10.3.e. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. STRAND Composition—Grade 9-10 CATEGORY/ GOAL STANDARD / ORGANIZER C.9-10.4. 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. Composition—Grade 9-10 CATEGORY/ GOAL STANDARD / Organizer Composition—Grade 9-10 CATEGORY/ Range of Writing STANDARD / Organizer C.9-10.7. 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. EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. STRAND CATEGORY/ COMPOSE routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. STRAND CATEGORY/ Vocabulary Acquisition and Use CATEGORY/ COGAL STANDARD / Organizer Vocabulary Acquisition and Use CATEGORY/ COGAL C.9-10.4. 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 istening 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 C.9- 10.3.g. Develop and strengthen writing as needed by planning, nevising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Composition—Grade 9-10 CATEGORY! 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 STANDARD! GP.W.7 Cappose routinely over extended time frames 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. EXPECTATION Language—Grade 9-10 Vocabulary Acquisition and Use GOAL STANDARD! GP.L.3 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 instending 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- Determine or clarify the 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- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and istening in order to be transition ready: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehensi	INDICATOR		
Composition—Grade 9-10 CATEGORY Production and Distribution STANDARD 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 clie sources. STRAND Composition—Grade 9-10 CATEGORY Range of Writing STANDARD 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 rousinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. STRAND Language—Grade 9-10 CATEGORY Vocabulary Acquisition and Use GOAL 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 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- 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 vacabulary knowledge when considering a word or phrase important to comprehension or expression.	INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
STANDARD / ORGANIZER C.9-10.4. 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 citie sources. STRAND Composition—Grade 9-10 Range of Writing GATEGORY / GOAL STANDARD / 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. STRAND Language—Grade 9-10 CATEGORY / Vocabulary Acquisition and Use GOAL 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- 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.	INDICATOR		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.
STANDARD / ORGANIZER C.9-10.4. 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 citie sources. STRAND Composition—Grade 9-10 CATEGORY Range of Writing GOAL STANDARD 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. STRAND Language—Grade 9-10 CATEGORY Vocabulary Acquisition and Use GOAL STANDARD 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 istening in order to be transition ready. EXPECTATION L.9-10.4. Determine or clarify the meaning of a word or phrase. INDICATOR L.9- 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		Composition—Grade 9-10
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 citie sources. STRAND Composition—Grade 9-10 CATEGORY Range of Writing STANDARD OP.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. STRAND Language—Grade 9-10 CATEGORY Vocabulary Acquisition and Use GOAL STANDARD OP.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 grades 9-10 EXPECTATION L.9-10.4. Determine or clarify the meaning of words and phrases sufficient for reading, writing, speaking and insteming in order to be transition ready. EXPECTATION L.9-10.4. Use context (e.g., the overall meaning of a sentence, paragraph or text, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. INDICATOR L.9- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and ill sterning in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CATEGORY/ GOAL		Production and Distribution
capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to citle sources. STRAND Composition—Grade 9-10 CATEGORY/ GORAL STANDARD / 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. STRAND Language—Grade 9-10 CATEGORY/ GORAL 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- 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- 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.	STANDARD / ORGANIZER	GP.W.4	
Range of Writing GOAL 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. EXPECTATION Language—Grade 9-10 Vocabulary Acquisition and Use CATEGORY / GOAL STUDICATOR 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- Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) 10.4.a. L9- 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.	EXPECTATION	C.9-10.4.	capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to
STANDARD / ORGANIZER C.9-10.7. 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. STRAND Language—Grade 9-10 CATEGORY / OCABULARY 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- 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- 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		Composition—Grade 9-10
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Acquire and use accurately general academic and domain-specific words and phrases based on grades 9-10 use context (e.g., the overall meaning of a sentence, paragraph or text, a word's position or function in a sentence) 1NDICATOR L9- Acquire and use accurately general academic and domain-specific words and phrases, or general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. EXPECTATION L9-10.4. 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 L9- 10.4.a. 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.	STANDARD / ORGANIZER	GP.W.7	
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. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.9- 10.4.a. 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.	EXPECTATION	C.9-10.7.	
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- 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- 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		Language—Grade 9-10
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. 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.a. 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.	CATEGORY/ GOAL		Vocabulary Acquisition and Use
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10.4.d. 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.	INDICATOR		
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			UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

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

CATEGORY/ GOAL

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		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.
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.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
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.
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.
STRAND		Language—Grade 9-10
CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / 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.
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.
STRAND		Language—Grade 9-10
CATEGORY <i>I</i> 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.
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Kentucky Academic Standards Language Arts

Grade 9 - Adopted: 2019

Reading Standards for Informational Text—Grade 9-10

STRAND

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CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER		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
ST ANDARD / 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.
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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.

Reading Standards for Informational Text—Grade 9-10

CATEGORY / Key Ideas and Details GOAL		
		Key Ideas and Details

ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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.
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.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
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.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
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.
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.
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.
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.
STRAND		Language—Grade 9-10
CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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

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
STANDARD / ORGANIZER		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.

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.

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.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
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.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.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.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
ST ANDARD / 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.
NDICATOR	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
ST ANDARD / 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.
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:
INDICATOR	L.9- 10.2.b.	Demonstrate appropriate use of a colon to introduce a list or quotation.
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.
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 19 Page 207-219

Kentucky Academic Standards Language Arts Grade 9 - Adopted: 2019

STRAND

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER		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.	

Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL	Key Ideas and Details
STANDARD / ORGANIZER	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		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.

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.

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.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 <i>I</i> GOAL		Text Types and Purposes		
ST ANDARD / 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.		
NDICATOR	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		
ST ANDARD / 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		
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CATEGORY/		Research to Build and Present Knowledge		
CATEGORY / GOAL STANDARD /	GP.W.5			
CATEGORY / GOAL STANDARD / ORGANIZER		Research to Build and Present Knowledge Students will conduct short as well as more sustained research projects based on focused questions,		
CATEGORY / GOAL ST AND ARD / ORGANIZER EXPECTATION		Research to Build and Present Knowledge Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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		
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION CATEGORY / GOAL		Research to Build and Present Knowledge Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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.		

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

CATEGORY / GOAL		Conventions of Standard English	
ST ANDARD / 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.	Vhen writing:	
INDICATOR	L.9- 10.2.b.	Demonstrate appropriate use of a colon to introduce a list or quotation.	

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.

STRAND Language—Grade 9-10

CATEGORY /	Vocabulary Ac	uisition and Use		
GOAL				

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 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		
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	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 IL.9— Determine the meaning of words and phrases as they are used in the text, including squarative and compositive meanings; analyze the cumulative impact of specific word choices on meaning and tone. STRAND Reading Standards for Literature—Grade 9-10 CATEGORY! GP.R.5 Students will analyze the structure of texts, including how specific sentences, paragraphs and larger OrGANIZER REPECTATION IL.9— Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create all concerns the structure of texts, including how specific sentences, paragraphs and larger OrGANIZER REPECTATION IL.9— Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create all concerns the structure—Grade 9-10 CATEGORY! Range of Reading Standards for Literature—Grade 9-10 CATEGORY! Range of Reading and Level of Text Complexity GOAL STANDARD! OP.R.10 Students will read, comprehend and analyze complex literary texts independently and proficiently, order to text or texts analyze to text independently and proficiently, order to text organization, analyze transfer analyze to text independently and proficiently, order to text organization, consist literary texts independently and proficiently, order to text organization, and analyze transfer analyze to comprehension strategies (i.e., questioning, monitoring, visualizing, uniterioring, surmaristing, symmetring, symmetring, symmetring, symmetring, symmetring, symmetring, using profit knowledge, Literary texts independently and proticiently. Text Types and Purposes GALOGANIZER CATEGORY! 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. RDICATOR C.9- Develop and sterngthen writing as needed by planning, revising, editing, rewiting or trying a new approach, locusing on addressing what is most significant for a specific purpose and audience. EXPECTATIO			
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STRAND Composition—Grade 9-10	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.
EXPECTATION	C.9-10.6.	assess the usefulness of each source in answering the research question; integrate information into the text
	C.9-10.6.	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.

Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

STANDARD / ORGANIZER GP.W.7

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		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.
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.
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 9: FORMAL CRITIQUE Week 21 Page 237-240
		Kentucky Academic Standards

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	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.
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.

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.

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.

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
ST ANDARD / 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
ST ANDARD / 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.
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.
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-	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
	10.3.a.	type.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.