Main Criteria: Structure and Style for Students

Secondary Criteria: Washington State K-12 Learning Standards and Guidelines

Subject: Language Arts

Grade: 9

Structure and Style for Students

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	WA.W.9-10.	Writing Standards

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

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

DOMAIN	WA.L.9-10.	Language Standards

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.3.	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CORE CONTENT / CONTENT STANDARD	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

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

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		**Craft and Structure**

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

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

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**

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

DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

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

DOMAIN	WA.SL.9-10.	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

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

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**

BIG IDEA / CORE CONTENT		**Key Ideas and Details**

CORE CONTENT / CONTENT STANDARD	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CORE CONTENT / CONTENT STANDARD	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**

BIG IDEA / CORE CONTENT		**Craft and Structure**

CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CORE CONTENT / CONTENT STANDARD	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN	WA.W.9- 10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	WA.SL.9- 10.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
DOMAIN	WA.L.9- 10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN	WA.L.9- 10.	Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.SL.9-10.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**

CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CORE CONTENT / CONTENT STANDARD	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 9 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CORE CONTENT / CONTENT STANDARD	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.SL.9-10.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	**WA.L.9-10.**	**Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9-10.2(c)	Spell correctly.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.L.9- 10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9- 10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9- 10.2(c)	Spell correctly.

DOMAIN	WA.L.9- 10.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

DOMAIN	WA.L.9- 10.	Language Standards

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

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	**WA.RI.9-10.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.W.9-10.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CORE CONTENT / CONTENT STANDARD	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

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

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

DOMAIN	WA.L.9-10.	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2011**

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

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

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature

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

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RL.9-10.9.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CORE CONTENT / CONTENT STANDARD	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	**W.9-10.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.9(a)	Apply grades 9-10 reading standards to literature (e.g., ''Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]'').
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 9 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CORE CONTENT / CONTENT STANDARD	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	RI.9-10.7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

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

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(b)	Use a colon to introduce a list or quotation.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**

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

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 9 - Adopted: 2011

DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
DOMAIN	WA.RI.9-10.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details

CORE CONTENT / CONTENT STANDARD	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Craft and Structure**
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

DOMAIN	WA.W.9-10.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

DOMAIN	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade **9** - Adopted: **2011**

DOMAIN	WA.RL.9-10.	Reading Standards for Literature

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CORE CONTENT / CONTENT STANDARD	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CORE CONTENT / CONTENT STANDARD	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN	**WA.RL.9-10.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

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

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CORE CONTENT / CONTENT STANDARD	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CORE CONTENT / CONTENT STANDARD	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOMAIN	**WA.W.9-10.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.9-10.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.2(c)	Spell correctly.

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**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.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

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

DOMAIN	**WA.L.9-10.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.