# $\label{eq:main_criteria:} \textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$

Secondary Criteria: West Virginia College and Career Readiness Standards

Subject: Language Arts

Grade: 9

# Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT
STANDARD
COURSE

STANDARD / COURSE

CONTENT

STANDARD / OBJECTIVE

**Text Types and Purposes** 

COURSE		
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.7.	Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Range of Reading and Text Complexity
OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD /	WV.9.W.	Writing

OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.9.22. 1.	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.
GRADE LEVEL EXPECTATION	ELA.9.22. 2.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

demonstrate command of all Language standards up to and including grade 9.)

OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT		Conventions of Standard English
STANDARD / OBJECTIVE		Conventions of Grandard English
STANDARD /	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
STANDARD / OBJECTIVE /	6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or
STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  GRADE LEVEL	<b>6.</b> ELA.9.36.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to
STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD /	ELA.9.36.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD /	ELA.9.36. 2.  WV.9.L.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations  Language
STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD / OBJECTIVE	ELA.9.36. 2.  WV.9.L.  ELA.9.3	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations  Language  Conventions of Standard English  Demonstrate command of the conventions of Standard English capitalization, punctuation, and
STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION	ELA.9.36. 2.  WV.9.L.  ELA.9.3 7.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations  Language  Conventions of Standard English  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD / OBJECTIVE / EXPECTATION	ELA.9.36. 2.  WV.9.L.  ELA.9.3 7.  ELA.9.37.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations  Language  Conventions of Standard English  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD / COURSE	ELA.9.36. 2.  WV.9.L.  ELA.9.37. 3.  WV.9.L.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations  Language  Conventions of Standard English  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  Spell correctly.  Language

GRADE LEVEL EXPECTATION	ELA.9.38. 1.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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.
		RESPONSE TO LITERATURE Week 23 Page 249-262
		West Virginia College and Career Readiness Standards  Language Arts
		Grade 9 - Adopted: 2016
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT		Key Ideas and Details

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / COURSE	WV.9.R.	Reading

CONTENT STANDARD / OBJECTIVE

**Craft and Structure** 

OBJECTIVE / EXPECTATION	ELA.9.7.	Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Range of Reading and Text Complexity
OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.9.22. 1.	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.
GRADE LEVEL EXPECTATION	ELA.9.22. 2.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.

GRADE LEVEL EXPECTATION	ELA.9.22.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22.	. Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.26.	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.
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Knowledge of Language
OBJECTIVE / EXPECTATION	ELA.9.3 8.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	ELA.9.38. 1.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use

OBJECTIVE / EXPECTATION

ELA.9.41. Acquire and accurately use 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.

Timed Essay Week 24 Page 263-263

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT STANDARD / COURSE

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.7.	Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT		Range of Reading and Text Complexity

OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD /	WV.9.L.	Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT
STANDARD
COURSE

WV.9.R. Reading

STANDARD / COURSE		
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE /	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational text, including figurative,

OBJECTIVE /
EXPECTATION

Determine the meaning of words and phrases as they are used in an informational 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).

#### CONTENT STANDARD / COURSE

WV.9.W. Writing

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.

GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	
STANDARD /	WV.9.W.	
CONTENT STANDARD /		Writing
STANDARD / COURSE  CONTENT STANDARD / OBJECTIVE	ELA.9.29.	Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
CONTENT STANDARD / OBJECTIVE / EXPECTATION  CONTENT STANDARD /	ELA.9.29.	Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD /	ELA.9.29.  WV.9.SL.	Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking & Listening
CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD / OBJECTIVE  OBJECTIVE /	ELA.9.29.  WV.9.SL.  ELA.9.3 0.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Speaking & Listening  Comprehension and Collaboration  Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and

GRADE LEVEL EXPECTATION	ELA.9.30. 3.	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.
GRADE LEVEL EXPECTATION	ELA.9.30.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / COURSE	WV.9.SL.	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Presentation of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.9.33.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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
		West Virginia College and Career Readiness Standards

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT STANDARD / COURSE

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
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OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION		Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.	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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)

OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	. 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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	. 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.
CONTENT STANDARD / COURSE	WV.9.SL.	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Presentation of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.9.33.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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
		West Virginia College and Career Readiness Standards
		Language Arts
		Grade 9 - Adopted: 2016
CONTENT STANDARD / COURSE	WV.9.R.	Reading

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CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

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CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.7.	Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Range of Reading and Text Complexity
OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.9.22.	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.
GRADE LEVEL EXPECTATION	ELA.9.22. 2.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD /		Production and Distribution of Writing

OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.SL.	Speaking & Listening
CONTENT STANDARD I OBJECTIVE		Presentation of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.9.33.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	ELA.9.37.	Spell correctly.

GRADE LEVEL ELA.9.37. Spell correctly. EXPECTATION 3.

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#### WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### CONTENT STANDARD / COURSE

### WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

#### CONTENT STANDARD / COURSE

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure

OBJECTIVE / EXPECTATION	ELA.9.7.	Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Range of Reading and Text Complexity
OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.9.22. 1.	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.
GRADE LEVEL EXPECTATION	ELA.9.22. 2.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)

OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.SL.	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Presentation of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.9.33.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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
		West Virginia College and Career Readiness Standards  Language Arts  Grade 9 - Adopted: 2016
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / COURSE	WV.9.R.	Reading

CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.7.	Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.

#### CONTENT STANDARD / COURSE

CONTENT STANDARD / OBJECTIVE		Range of Reading and Text Complexity
OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.9.22. 1.	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.
GRADE LEVEL EXPECTATION	ELA.9.22. 2.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing

OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.SL.	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Presentation of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.9.33.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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
		West Virginia College and Career Readiness Standards
		Language Arts Grade 9 - Adopted: 2016
		·
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL	ELA.9.21.	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.

other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION 2.

GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.SL.	Speaking & Listening
CONTENT STANDARD / OBJECTIVE		Comprehension and Collaboration
OBJECTIVE / EXPECTATION	ELA.9.3 0.	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.
GRADE LEVEL EXPECTATION	ELA.9.30.	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.

GRADE LEVEL EXPECTATION	ELA.9.30. 2.	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.
GRADE LEVEL EXPECTATION	ELA.9.30. 3.	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.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use

OBJECTIVE / EXPECTATION

ELA.9.41. Acquire and accurately use 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 7 Page 69-78

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT STANDARD / COURSE

GRADE LEVEL

EXPECTATION

4.

WV.9.R. Reading

COURSE		
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.

ELA.9.21. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

WV.9.W. Writing

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD /	WV.9.W.	Writing
COURSE		
		Range of Writing
COURSE  CONTENT STANDARD /	ELA.9.29.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
COURSE  CONTENT STANDARD / OBJECTIVE		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
COURSE  CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  CONTENT STANDARD /		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.
COURSE  CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD /		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.  Speaking & Listening
COURSE  CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD / OBJECTIVE  OBJECTIVE /	WV.9.SL.  ELA.9.3 0.	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.  Speaking & Listening  Comprehension and Collaboration  Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and

GRADE LEVEL EXPECTATION	ELA.9.30.	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.
GRADE LEVEL EXPECTATION	ELA.9.30. 4.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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 5: WRITING FROM PICTURES Week 8 Page 79-88

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT
ST ANDARD
COURSE

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD /	WV.9.W.	Writing
COURSE		
COURSE  CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
CONTENT STANDARD /	ELA.9.2 1.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / OBJECTIVE	1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  GRADE LEVEL	ELA.9.21.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to
CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION	ELA.9.21. 1. ELA.9.21. 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.  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.  Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or
CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION	ELA.9.21.  ELA.9.21. 2.  ELA.9.21.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.  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.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.

OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
CDADE LEVEL	ELA 0.27	Spall correctly

GRADE LEVEL ELA.9.37. Spell correctly. EXPECTATION 3.

CONTENT	
<b>STANDARD</b>	I
COURSE	

WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### CONTENT STANDARD / COURSE

WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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 5: WRITING FROM PICTURES Week 9 Page 89-98

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT STANDARD / COURSE WV.9.R. Reading

COURSE		
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Range of Reading and Text Complexity

complexity range proficiently, with scaffolding as needed at the high end of the range.

ELA.9.18. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text

CONTENT WV.9.W. Writing STANDARD / COURSE

OBJECTIVE /

**EXPECTATION** 

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.9.22. 1.	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.
GRADE LEVEL EXPECTATION	ELA.9.22. 2.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

GRADE LEVEL ELA.9.36. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses

EXPECTATION 2. (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

CONTENT
STANDARD /
COURSE

WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL ELA.9.37. Spell correctly.

EXPECTATION 3.

#### CONTENT STANDARD / COURSE

WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### CONTENT STANDARD / COURSE

CONTENT

WV.9.L. Language

**Vocabulary Acquisition and Use** 

STANDARD / OBJECTIVE		, <b>,,,,</b>
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT STANDARD / COURSE

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.

OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.

CONTENT	
<b>STANDARD</b>	I
COURSE	

# WV.9.W. Writing

COURSE		
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.26.	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.
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use

OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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 11 Page 113-126
		West Virginia College and Career Readiness Standards  Language Arts  Grade 9 - Adopted: 2016
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.26.	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.
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing

OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT	WV.9.L.	Language
STANDARD / COURSE		
		Knowledge of Language
COURSE  CONTENT STANDARD /	ELA.9.3 8.	
COURSE  CONTENT STANDARD / OBJECTIVE	8.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make
COURSE  CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  GRADE LEVEL	8. ELA.9.38.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook)
COURSE  CONTENT STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD /	ELA.9.38.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
COURSE  CONTENT STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD /	8. ELA.9.38. 1. WV.9.L.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.  Language
COURSE  CONTENT STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD / COURSE  CONTENT STANDARD / OBJECTIVE  OBJECTIVE /	ELA.9.3 9.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.  Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

CONTENT	
<b>STANDARD</b>	I
COURSE	

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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 12 Page 127-132

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

#### CONTENT STANDARD / COURSE

**EXPECTATION** 

GRADE LEVEL

**EXPECTATION** 

1.

aid comprehension.

WV.9.R. Reading

STANDARD / COURSE		
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE /	ELA.9.2	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.

distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to

ELA.9.21. Introduce a topic; organize complex ideas, concepts, and information to make important connections and

GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.26.	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.
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**GRADE LEVEL** ELA.9.36. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses **EXPECTATION** (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations CONTENT WV.9.L. Language STANDARD / COURSE CONTENT Conventions of Standard English STANDARD / **OBJECTIVE OBJECTIVE** / **ELA.9.3** Demonstrate command of the conventions of Standard English capitalization, punctuation, and 7. **EXPECT ATION** spelling when writing. **GRADE LEVEL** ELA.9.37. Spell correctly. **EXPECTATION** 3 CONTENT WV.9.L. Language STANDARD / COURSE CONTENT Knowledge of Language STANDARD / **OBJECTIVE** OBJECTIVE / ELA.9.3 Apply knowledge of language to understand how language functions in different contexts, to make **EXPECTATION** effective choices for meaning or style, and to comprehend more fully when reading or listening. **GRADE LEVEL** ELA.9.38. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) **EXPECTATION** 1. appropriate for the discipline and writing type. CONTENT WV.9.L. Language STANDARD / COURSE CONTENT Vocabulary Acquisition and Use STANDARD / **OBJECTIVE OBJECTIVE / ELA.9.3** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECTATION** 9 reading and content, choosing flexibly from a range of strategies. 9. **GRADE LEVEL** ELA.9.39. Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) **EXPECTATION** 1. as a clue to the meaning of a word or phrase. **GRADE LEVEL** ELA.9.39. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context **EXPECTATION** 4. or in a dictionary). CONTENT WV.9.L. Language STANDARD / COURSE Vocabulary Acquisition and Use CONTENT STANDARD / **OBJECTIVE** OBJECTIVE / ELA.9.41. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, **EXPECTATION** 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.

WV.9.W. Writing

COURSE		
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21.	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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD /		Production and Distribution of Writing

CONTENT STANDARD I OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.

# CONTENT STANDARD /

COURSE		
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.26.	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.
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).

CONTENT	
<b>STANDARD</b>	I
COURSE	

CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Knowledge of Language
OBJECTIVE / EXPECTATION	ELA.9.3 8.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	ELA.9.38.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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.

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT STANDARD / COURSE WV.9.W. Writing

COURSE		
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing

CONTENT STANDARD I OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.

#### CONTENT STANDARD / COURSE

COURSE		
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.26.	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.

OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Knowledge of Language
OBJECTIVE / EXPECTATION	ELA.9.3 8.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	ELA.9.38. 1.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	WV.9.L.	Language
STANDARD /	WV.9.L.	Language  Vocabulary Acquisition and Use

OBJECTIVE / EXPECTATION

ELA.9.41. Acquire and accurately use 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 7: INVENTIVE WRITING Week 15 Page 145-160

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT
STANDARD
COURSE

STANDARD / OBJECTIVE

COURSE		
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.7.	Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).
OBJECTIVE / EXPECTATION	ELA.9.8.	Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Integration of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.9.14.	Analyze how an author draws on and transforms source material in a specific literary 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).
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD /		Range of Reading and Text Complexity

OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	ELA.9.22. 1.	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.
GRADE LEVEL EXPECTATION	ELA.9.22. 2.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22. 4.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.2 8.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**GRADE LEVEL** ELA.9.28. Apply grade 9 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source **EXPECTATION** 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]"). CONTENT WV.9.W. Writing STANDARD / COURSE CONTENT Range of Writing STANDARD / **OBJECTIVE** OBJECTIVE / ELA.9.29. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **EXPECTATION** single sitting or a day or two) for a range of tasks, purposes, and audiences. CONTENT WV.9.L. Language STANDARD / COURSE CONTENT Conventions of Standard English STANDARD / **OBJECTIVE OBJECTIVE** / **ELA.9.3** Demonstrate command of the conventions of Standard English capitalization, punctuation, and **EXPECTATION** spelling when writing. 7. **GRADE LEVEL** ELA.9.37. Spell correctly. **EXPECTATION** CONTENT WV.9.L. Language STANDARD / **COURSE** CONTENT Vocabulary Acquisition and Use STANDARD / **OBJECTIVE OBJECTIVE /** ELA.9.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECT ATION** 9. 9 reading and content, choosing flexibly from a range of strategies. **GRADE LEVEL** ELA.9.39. Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) **EXPECTATION** as a clue to the meaning of a word or phrase. 1. **GRADE LEVEL** ELA.9.39. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context

**EXPECTATION** 4. or in a dictionary).

CONTENT STANDARD / **COURSE** 

WV.9.L. Language

CONTENT Vocabulary Acquisition and Use STANDARD / **OBJECTIVE** OBJECTIVE / ELA.9.41. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, **EXPECTATION** 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 8: FORMAL ESSAY MODELS Week 16 Page 161-182

GRADE LEVEL

**EXPECTATION** 

GRADE LEVEL

**EXPECTATION** 

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#### WV.9.R. Reading

COURSE		
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

ELA.9.21. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

(e.g., articulating implications or the significance of the topic).

ELA.9.21. Provide a concluding statement or section that follows from and supports the information or explanation presented

CONTENT	
<b>STANDARD</b>	I
COURSE	

WV.9.W. Writing

CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.26.	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.
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL	ELA.9.36.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses

GRADE LEVEL ELA.9.36. Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses

EXPECTATION 2. (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

CONTENT	
STANDARD	I
COURSE	

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL ELA.9.37. Spell correctly.

EXPECTATION 3.

CONTENT STANDARD / COURSE WV.9.L. Language

CONTENT STANDARD / OBJECTIVE	Knowledge of Language
OBJECTIVE / EXPECTATION	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE LEVEL ELA.9.38. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) EXPECTATION 1. appropriate for the discipline and writing type.

CONTENT STANDARD / COURSE WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE LEVEL ELA.9.39. Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context EXPECTATION 4. or in a dictionary).

CONTENT STANDARD / COURSE WV.9.L. Language

CONTENT STANDARD / OBJECTIVE	Vocabulary Acquisition and Use	
OBJECTIVE /	ELA.9.41. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing	q.

OBJECTIVE / ELA.9.41. Acquire and accurately use 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 8: FORMAL ESSAY MODELS Week 17 Page 183-194

West Virginia College and Career Readiness Standards

Language Arts

Grade 9 - Adopted: 2016

CONTENT STANDARD / COURSE

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD I OBJECTIVE		Integration of Knowledge and Ideas
OBJECTIVE / EXPECTATION	ELA.9.15.	Analyze various accounts of a subject told in different mediums of informational texts (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 0.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE LEVEL EXPECTATION	ELA.9.20.	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.
GRADE LEVEL EXPECTATION	ELA.9.20. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.20. 4.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
GRADE LEVEL EXPECTATION	ELA.9.20. 5.	Provide a concluding statement or section that follows from and supports the argument presented.

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**EXPECTATION** 

## WV.9.W. Writing

CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 5.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.26.	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.
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE /	ELA.9.29.	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.

CONTENT	
<b>STANDARD</b>	I
COURSE	

CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations

#### CONTENT STANDARD / COURSE

WV.9.L. Language

CONTENT STANDARD / OBJECTIVE	Conventions of Standard English
OBJECTIVE / EXPECTATION	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL ELA.9.37. Spell correctly.

EXPECTATION 3.

CONTENT STANDARD / COURSE WV.9.L. Language

CONTENT STANDARD / OBJECTIVE	Knowledge of Language
OBJECTIVE / EXPECTATION	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE LEVEL ELA.9.38. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) EXPECTATION 1. appropriate for the discipline and writing type.

#### CONTENT STANDARD / COURSE

WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### CONTENT STANDARD / COURSE

WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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 8: FORMAL ESSAY MODELS Week 18 Page 195-206

# West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT
<b>STANDARD</b>
COURSE

GRADE LEVEL

EXPECTATION 2.

CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 0.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE LEVEL EXPECTATION	ELA.9.20.	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.

ELA.9.20. 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.

GRADE LEVEL STANDARD I			
SONTENT TANDARD    WW.9.W. Writing  Text Types and Purposes  STANDARD    DBJECTIVE    ELA9.2.   Write informative/explanatory texts to examine and convey complex ideas, concepts, and information production and positive informative explanation production.  GRADE LEVEL    ELA9.2.   Introduce a lopic organize complex ideas, concepts, and information between the expectation    GRADE LEVEL    ELA9.2.   Introduce a lopic organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., squees and/or tables), and multimedia when useful to add comprehension.  GRADE LEVEL    ELA9.2.   Develop the topic with vell-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  BEA9.2.   Use precise language and domain-specific vocabulary to manage the complexity of the topic.  ELA9.2.   Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.  ELA9.2.   ELA9.2.   Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., amculating implications or the significance of the topic).  WW.9.W. Writing  WW.9.W. Writing  Production and Distribution of Writing  STANDARD    DRIECTIVE    ELA9.2.   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. (Eding for conventions should demonstrate command of all Language standards up to and including grade 9.)  OBJECTIVE    ELA9.2.   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. (Eding for conventions should demonstrate command of all Language standards up to and including grade 9.)	GRADE LEVEL EXPECTATION		, ,
TANDARD / CONTENT STANDARD / CON	GRADE LEVEL EXPECTATION		Provide a concluding statement or section that follows from and supports the argument presented.
OBJECTIVE / DELA9.21   Introduce a topic: organize complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  GRADE LEVEL ELA9.21   Introduce a topic: organize complex ideas, concepts, and information to add comprehension.  GRADE LEVEL ELA9.21.   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.  GRADE LEVEL ELA9.21.   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.  GRADE LEVEL ELA9.21.   Use precise language and domain-specific vocabulary to manage the complexity of the topic.  ELA9.21.   Establish and maintain a formal style and objective tone while attending to the norms and conventions of the EXPECTATION 5.    GRADE LEVEL ELA9.21.   Establish and maintain a formal style and objective tone while attending to the norms and conventions of the EXPECTATION 6.    GRADE LEVEL ELA9.21.   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).  WV.9.W. Writing  WV.9.W. Writing  WV.9.W. Writing  ELA9.23.   Production and Distribution of Writing  OBJECTIVE / EA9.24.   Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9)  OBJECTIVE / ELA9.25.   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 d	CONTENT STANDARD / COURSE	WV.9.W.	Writing
CRADE LEVEL ELA9.21. Introduce a topic: organize complex ideas, concepts, and information to make important connections and distinctions; include formating (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.  GRADE LEVEL ELA9.21. 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.  GRADE LEVEL ELA9.21. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  GRADE LEVEL EXPECTATION 5. discipline.  GRADE LEVEL EXPECTATION 6. (e.g., articulating implications or the significance of the topic).  WV.9.W. Writing  CONTENT STANDARD / DOBJECTIVE / ELA9.23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing ypes are defined in Text Types and Purposes.)  GRADECTIVE / EXPECTATION  ELA9.24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  GRADE LEVEL EXAPPLY / EXAPPLY	CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
distinctions: include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.  GRADE LEVEL ELA9.21. 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.  GRADE LEVEL ELA9.21. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  GRADE LEVEL ELA9.21. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.  GRADE LEVEL ELA9.21. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  W.9.W. Writing  CONTENT STANDARD /  OBJECTIVE /  ELA9.23. 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 Text Types and Purposes.)  OBJECTIVE /  EXPECTATION  ELA9.24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  OBJECTIVE /  EXAPS. 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.  CONTENT STANDARD /  Research to Build and Present Knowledge  Research to Build and Present Knowledge			
content information and examples appropriate to the audience's knowledge of the topic.  GRADE LEVEL ELA.9.21. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION 4.  GRADE LEVEL ELA.9.21. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.  GRADE LEVEL ELA.9.21. 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).  CONTENT STANDARD / OBJECTIVE / Production and Distribution of Writing  Production and Distribution of Writing  Production and Distribution of Writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)  OBJECTIVE / ELA.9.24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  OBJECTIVE / ELA.9.25. 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.  CONTENT STANDARD / Research to Build and Present Knowledge	GRADE LEVEL EXPECTATION		distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to
EXPECTATION 4.  GRADE LEVEL EXPECTATION 5. ELA.9.21. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.  GRADE LEVEL EXPECTATION 6. ELA.9.21. 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).  CONTENT STANDARD / OBJECTIVE / 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 Text Types and Purposes.)  OBJECTIVE / EXPECTATION ELA.9.24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  OBJECTIVE / ELA.9.25. 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.  CONTENT STANDARD / Research to Build and Present Knowledge	GRADE LEVEL EXPECTATION		
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EXPECTATION 6. (e.g., articulating implications or the significance of the topic).  WV.9.W. Writing  WV.9.W. Writing  CONTENT STANDARD / OBJECTIVE  DOBJECTIVE / ELA.9.23. 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 Text Types and Purposes.)  DOBJECTIVE / ELA.9.24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  DOBJECTIVE / ELA.9.25. 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.  WV.9.W. Writing  Research to Build and Present Knowledge	GRADE LEVEL EXPECTATION		
CONTENT STANDARD / OBJECTIVE / EXPECTATION  ELA.9.23. 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 Text Types and Purposes.)  OBJECTIVE / EXPECTATION  ELA.9.24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  OBJECTIVE / EXPECTATION  ELA.9.25. 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.  CONTENT STANDARD / COURSE  Research to Build and Present Knowledge	GRADE LEVEL EXPECTATION		
OBJECTIVE / ELA.9.23. 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 Text Types and Purposes.)  OBJECTIVE / EXPECTATION  ELA.9.24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  OBJECTIVE / EXPECTATION  ELA.9.25. 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.  CONTENT STANDARD /  Research to Build and Present Knowledge	CONTENT STANDARD / COURSE	WV.9.W.	Writing
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on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  OBJECTIVE / ELA.9.25. 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.  CONTENT STANDARD / COURSE  Research to Build and Present Knowledge	OBJECTIVE / EXPECTATION	ELA.9.23.	
EXPECTATION  advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  WV.9.W. Writing  CONTENT STANDARD / COURSE  Research to Build and Present Knowledge	OBJECTIVE / EXPECTATION	ELA.9.24.	on addressing what is most significant for a specific purpose and audience. (Editing for conventions should
CONTENT Research to Build and Present Knowledge STANDARD /	OBJECTIVE / EXPECTATION	ELA.9.25.	
ST ANDARD /	CONTENT STANDARD / COURSE	WV.9.W.	Writing
	CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge

OBJECTIVE / EXPECTATION	ELA.9.26.	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.
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 2.	Use a colon to introduce a list or quotation.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Knowledge of Language
OBJECTIVE / EXPECTATION	ELA.9.3 8.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	ELA.9.38. 1.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE /	ELA.9.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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 8: FORMAL ESSAY MODELS Week 19 Page 207-219
		West Virginia College and Career Readiness Standards  Language Arts
		Grade 9 - Adopted: 2016
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.4.	Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.
OBJECTIVE / EXPECTATION	ELA.9.5.	Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.
OBJECTIVE / EXPECTATION	ELA.9.6.	Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT	WV.9.R.	Reading
STANDARD / COURSE		

CONTENT STANDARD / OBJECTIVE		Craft and Structure
OBJECTIVE / EXPECTATION	ELA.9.10.	Determine the meaning of words and phrases as they are used in an informational 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).

CONTENT STANDARD / OBJECTIVE	Text Types and Purposes
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OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 1.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 5.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
GRADE LEVEL EXPECTATION	ELA.9.21. 6.	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).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.26.	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.
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing

COURSE

CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 2.	Use a colon to introduce a list or quotation.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Knowledge of Language
OBJECTIVE / EXPECTATION	ELA.9.3 8.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	ELA.9.38. 1.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	ELA.9.39.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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 9: FORMAL CRITIQUE Week 20 Page 221-236
		West Virginia College and Career Readiness Standards  Language Arts
		Grade 9 - Adopted: 2016
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.
OBJECTIVE / EXPECTATION	ELA.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / COURSE	WV.9.R.	Reading
CONTENT		Craft and Structure

# CONTENT STANDARD / OBJECTIVE Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone). Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone). Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone).

CONTENT

STANDARD / COURSE

CONTENT STANDARD / OBJECTIVE		Range of Reading and Text Complexity
OBJECTIVE / EXPECTATION	ELA.9.18.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
OBJECTIVE / EXPECTATION	ELA.9.2 1.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION	ELA.9.21. 2.	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.
GRADE LEVEL EXPECTATION	ELA.9.21. 4.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	ELA.9.21. 5.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Text Types and Purposes
STANDARD /	ELA.9.2 2.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / OBJECTIVE /		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  GRADE LEVEL	ELA.9.22.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL	ELA.9.22. 1. ELA.9.22. 2.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION	ELA.9.22. 1.  ELA.9.22. 2.  ELA.9.22. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.
STANDARD / OBJECTIVE  OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION	ELA.9.22. 2. ELA.9.22. 3. ELA.9.22. 4.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the
STANDARD / OBJECTIVE / EXPECTATION  GRADE LEVEL EXPECTATION	ELA.9.22. 2. ELA.9.22. 3. ELA.9.22. 4.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
CDADE LEVEL	ELA 0.27	Spall correctly

GRADE LEVEL ELA.9.37. Spell correctly. EXPECTATION 3.

CONTENT	
<b>STANDARD</b>	I
COURSE	

CONTENT STANDARD / OBJECTIVE		Knowledge of Language
OBJECTIVE / EXPECTATION		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	ELA.9.38.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.

#### CONTENT STANDARD / COURSE

# WV.9.L. Language

CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### CONTENT STANDARD / COURSE

CONTENT

### WV.9.L. Language

**Vocabulary Acquisition and Use** 

OBJECTIVE	
OBJECTIVE / EXPECTATION	Acquire and accurately use 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 9: FORMAL CRITIQUE Week 21 Page 237-240

## West Virginia College and Career Readiness Standards Language Arts

Grade 9 - Adopted: 2016

CONTENT
STANDARD
COURSE

CONTENT STANDARD / OBJECTIVE		Key Ideas and Details
OBJECTIVE / EXPECTATION	ELA.9.1.	Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.
OBJECTIVE / EXPECTATION	ELA.9.2.	Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.

OBJECTIVE   ELA9.3. Analyze how complex characters (e.g., flose with multiple or conflicting motivations) develop over the course of a filterary text interact with other characters, and advance the plot or develop the thems.  W.9.R. Reading  CONTENT STANDARD / ODJECTIVE  ELA9.7. Determine the meaning of words and phases as they are used in the literary text, including figurative and comorbiative meanings analyze the cumulative impact of specific word choices on meaning and tome (e.g., how the language evokes a sense of time and place or how its ses a format or information or surprise.  CENECTIVE / ELA9.8. Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and marguage literacy in the literary text, order events within it (e.g., parallel plots), and marguage literacy in the literary text, order events within it (e.g., parallel plots), and marguage literacy in the literary text, order events within it (e.g., parallel plots), and marguage literacy in the literary text, order events within it (e.g., parallel plots), and marguage literacy in the literary text, order events within it (e.g., parallel plots), and marguage literacy in the grade of the language evokes a sense of time in the literary text, order events within it (e.g., parallel plots), and marguage literacy in the grade of the literary text order events within it (e.g., parallel plots), and marguage literacy in the grade of the literary text order events within and poetry, in the grade 9-10 text complexity or sample.  CONTENT STANDARD / CONTENT TEXT ADDARD / CONTENT STANDARD / CONTENT STANDAR			
CONTENT STANDARD / CONSECTIVE / EXPECTATION  CASE OF Reading and Text Complexity  CONSECTIVE / EXPECTATION  CONTENT STANDARD /		ELA.9.3.	
OBJECTIVE / ELA-9.2. Determine the meaning of words and phrases as they are used in the literary 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 or how it sets a formal or informal tone):  OBJECTIVE / ELA-9.8. Analyze how an author's choices concerning how to structure a literary text, order events within it (e.g., parallel plots), and manipudate time (e.g., pacing or flashbacks) create such effects as mystery, tension, or surprise.  CONTENT STANDARD / OBJECTIVE / ELA-9.18. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.  CONTENT STANDARD / OBJECTIVE / ELA-9.18. 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 / OBJECTIVE / ELA-9.21. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotasions, or other information and examples appropriate to the audience's knowledge of the topic.  CRADE LEVEL ELA-9.21. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  CONTENT STANDARD / S. Scholar and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.  CONTENT STANDARD / S. Scholar and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.  CONTENT STANDARD / S. Scholar and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.  CONTENT STANDARD / S. Scholar and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	STANDARD /	WV.9.R.	Reading
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GRADE LEVEL ELA.9.22. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)			
	STANDARD /		Text Types and Purposes
	STANDARD / OBJECTIVE /		Write narratives to develop real or imagined experiences or events using effective technique, well-

GRADE LEVEL EXPECTATION	ELA.9.22. 2.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 3.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	ELA.9.22.	Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	ELA.9.22. 5.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Production and Distribution of Writing
OBJECTIVE / EXPECTATION	ELA.9.23.	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 Text Types and Purposes.)
OBJECTIVE / EXPECTATION	ELA.9.24.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)
OBJECTIVE / EXPECTATION	ELA.9.25.	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.
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Research to Build and Present Knowledge
OBJECTIVE / EXPECTATION	ELA.9.27.	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 (e.g., MLA or APA).
CONTENT STANDARD / COURSE	WV.9.W.	Writing
CONTENT STANDARD / OBJECTIVE		Range of Writing
OBJECTIVE / EXPECTATION	ELA.9.29.	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.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English

OBJECTIVE / EXPECTATION	ELA.9.3 6.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	ELA.9.36. 2.	Use various types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, and adverbial) to convey specific meanings and add variety and interest to writing or presentations
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Conventions of Standard English
OBJECTIVE / EXPECTATION	ELA.9.3 7.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	ELA.9.37. 3.	Spell correctly.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Knowledge of Language
OBJECTIVE / EXPECTATION	ELA.9.3 8.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE LEVEL EXPECTATION	ELA.9.38. 1.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.3 9.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	ELA.9.39. 1.	Use context (e.g., the overall meaning of a sentence, paragraph or text or a word's position or function in a sentence as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	ELA.9.39. 4.	Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	WV.9.L.	Language
CONTENT STANDARD / OBJECTIVE		Vocabulary Acquisition and Use
OBJECTIVE / EXPECTATION	ELA.9.41.	Acquire and accurately use 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.