Main Criteria: Structure and Style for Students

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts

Grade: 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain[specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onelonl one, in groups, and teacherled) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE	9-10.L.3.	Apply knowledge of language to understand how language functions in different
OBJECTIVE / PROFICIENCY LEVEL		contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PROFICIENCY	9- 10.L.3.a.	
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	0	when reading or listening.
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual. Language Standards
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	10.L.3.a. AZ.9- 10.L.	when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	10.L.3.a. AZ.9- 10.L. 9-10.L.4.	Write and edit work so that it conforms to the guidelines in a style manual. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	9-10.L.4.b.	Write and edit work so that it conforms to the guidelines in a style manual. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PERFORMANC
E OBJECTIVE /
PROFICIENCY
LEVEL

9-10.L.6.

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

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfl 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlied) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards

CONCEPT /		Comprehension and Collaboration
STANDARD		סיוואר כיוופוסיו מווע סיוומטטי מנוטוו
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellond one, in groups, and teacherlied) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
STRAND CONCEPT / STANDARD		Language Standards Conventions of Standard English
CONCEPT /		
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	10.L.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9-10.L.1.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	9-10.L.1. 9-10.L.1.b.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	9-10.L.1. 9-10.L.1.b.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Language Standards
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	9-10.L.1. 9-10.L.1.b. AZ.9-10.L.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization,

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEVEL		
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
		Speaking and Listening Standards Comprehension and Collaboration
STRAND CONCEPT /		
STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	10.SL. 9-	Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (onellon) one, in groups, and teacher(led) with diverse partners on grades 9–10 topics, texts, and

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selful 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlied) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
STRAND CONCEPT / STANDARD		Language Standards Vocabulary Acquisition and Use

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Arizona's College and Career Ready Standards

- J			
		Grade 10 - Adopted: 2016	
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text	
CONCEPT / STANDARD		Key Ideas and Details	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text	
CONCEPT / STANDARD		Craft and Structure	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text	

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE /	9-	Use technology, including the internet, to produce, publish, and update individual or shared writing
PROFICIENCY LEVEL	10.W.6.	products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
PROFICIENCY	10.W.6. AZ.9- 10.W.	

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Language Standards Conventions of Standard English
CONCEPT /		
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	10.L.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization,
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9-10.L.2.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	9-10.L.2. 9-10.L.2.c.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Use correct spelling.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	9-10.L.2. 9-10.L.2.c.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Use correct spelling. Language Standards
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	9-10.L.2. 9-10.L.2.c. AZ.9-10.L.	Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Use correct spelling. Language Standards 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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND	AZ.9- 10.RL.	Reading Standards for Literature
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CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 	UNI	T 5: WRITING FROM PICTURES Week 9 Page 101-108

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details

E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC 9-10.RI.2 Determine a central idea of a text and analyze its development over the course including how it emerges and is shaped and refined by specific details; provide summary of the text. STRAND A2.9-10.RI. Reading Standards for Informational Text CONCEPT / STANDARD PERFORMANC 9-Determine the meaning of words and phrases as they are used in a text, including meaning and tone. STRAND A2.9-10.RI. Proposed of the compositive, and technical meanings: analyze the cumulative impact of specific vimeaning and tone. STRAND A2.9-10.RI. Reading Standards for Informational Text CONCEPT / STANDARD A2.9-10.RI. Reading Standards for Informational Text CONCEPT / STANDARD PERFORMANC 9-Reading Standards for Informational Text CONCEPT / STANDARD PERFORMANC 9-Reading and Level of Text Complexity By the end of the year, proficiently and independently read and comprehend information in a text complexity range determined by qualitative and quantitation appropriate to grade 10. Writing Standards CONCEPT / STANDARD PERFORMANC 9-10.W.2. Writing Standards OBJECTIVE / 9-10.W.2. Writing Standards Text Types and Purposes Text Types and Purposes Writing Information clearly and accurately through the effective selection, and analysis of content. CONCEPT / STANDARD PERFORMANCE 09-10.W.2. Uriting Introduce a topic; organize complex ideas, concepts, and information to make in connections and distinctions; include formating (e.g., headings), graphics (e.g., find and analysis of content. CONCEPT / GRADE LEVEL 10.W.2.b. Develop the topic with wellichosen, relevant, and sufficient facts, extended definite topic. CONCEPT / GRADE LEVEL 9-10.W.2.b. Use appropriate and varied transitions to link the major sections of the text. creationships among complex ideas and concepts.				
E OBJECTIVE / PROFICIENCY LEVEL	E OBJECTIVE / PROFICIENCY	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
CONCEPT / STANDARD PERFORMANC 9- Determine the meaning of words and phrases as they are used in a text, including composition of the period o	E OBJECTIVE / PROFICIENCY	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
PERFORMANC PORTICIENCY LEVEL TAND AZ.9- LEVEL By the end of the year, proficiently and independently read and comprehend information in a text complexity range determined by qualitative and quantitative appropriate to grade 10. Text Types and Purposes Text Types and Purposes PERFORMANC BOBJECTIVE / BY STANDARD PERFORMANCE BOBJECTIVE / BY STANDARD Text Types and Purposes Writing Standards Text Types and Purposes Text Types and Purposes Writing Standards Text Types and Purposes Text Types and Purposes Text Types and Standards to examine and convey complex ide and information clearly and accurately through the effective selection, and information clearly and accurately through the effective selection, and information clearly and accurately through the effective selection, multimedia when useful to aiding comprehension. DBJECTIVE / GRADE LEVEL EXPECTATION Develop the topic with wellichosen, relevant, and sufficient facts, extended definite the topic. DBJECTIVE / GRADE LEVEL EXPECTATION Develop the topic with wellichosen, relevant, and sufficient facts, extended definite the topic. DEVELOPMENT STANDARD Selections of the text, creating complex ideas and concepts. Develop the topic with wellichosen, relevant, and sufficient facts, extended definite the topic. Develop the topic with wellichosen, relevant, and sufficient facts, extended definite the topic. Develop the topic with wellichosen, relevant, and sufficient facts, extended definite the topic. Develop the topic with wellichosen, relevant, and sufficient facts, extended definite the topic. Develop the topic with wellichosen, relevant, and sufficient facts, extended definite the topic. Develop the topic with wellichosen, relevant, and sufficient facts, extended definite the topic.	STRAND		Reading Standards for Informational Text	
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CONCEPT / STANDARD PERFORMANC PERFORMANC PROFICIENCY LEVEL STRAND AZ.9- 10.W.2. Writing Standards Text Types and Purposes Text Types and Purposes Text Types and Purposes PERFORMANCE BJECTIVE / PROFICIENCY LEVEL Write informative/explanatory texts to examine and convey complex ide and information clearly and accurately through the effective selection, and analysis of content. BJECTIVE / GRADE LEVEL EXPECTATION Develop the topic with wellichosen, relevant, and sufficient facts, extended definidetally details, quotations, or other information and examples appropriate to the audience the topic. DBJECTIVE / GRADE LEVEL EXPECTATION Develop the topic with wellichosen, relevant, and sufficient facts, extended definidetally details, quotations, or other information and examples appropriate to the audience the topic. DBJECTIVE / GRADE LEVEL EXPECTATION Use appropriate and varied transitions to link the major sections of the text, creatic clarify the relationships among complex ideas and concepts. Develop the topic with wellichosen, relevant, and sufficient facts, extended definidetally details, quotations, or other information and examples appropriate to the audience the topic. Use appropriate and varied transitions to link the major sections of the text, creatic clarify the relationships among complex ideas and concepts.	E OBJECTIVE / PROFICIENCY		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND AZ.9- 10.W. Text Types and Purposes Text Types and Purposes PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL Writing Standards Text Types and Purposes Text Types and Purposes Writing Standards Writing Standards Text Types and Purposes Text Types and Purposes Writing Standards Writing Standards Text Types and Purposes Text Types and Purposes Writing Standards Writing Standards Text Types and Purposes Writing Standards Writing Standards Text Types and Purposes Writing Standards United and informative/explanatory texts to examine and convey complex ide and information clearly and accurately through the effective selection, and analysis of content. United and information clearly and accurately through the effective selection, and analysis of content. United and information clearly and accurately through the effective selection, and analysis of content. United and information clearly and accurately through the effective selection, and analysis of content. Despective / 9- United a topic; organize complex ideas, concepts, and information to make in connections and distinctions; include formatting (e.g., headings), graphics (e.g., find the multimedia when useful to aiding comprehension. Develop the topic with wellichosen, relevant, and sufficient facts, extended definited details, quotations, or other information and examples appropriate to the audience the topic. Use appropriate and varied transitions to link the major sections of the text, created clarify the relationships among complex ideas and concepts. Use precise language and domainispecific vocabulary to manage the complex ideas and concepts.	STRAND		Reading Standards for Informational Text	
and nonfiction in a text complexity range determined by qualitative and quantitative appropriate to grade 10. STRAND AZ.9- 10.W. Text Types and Purposes Text Types and Purposes PERFORMANCE GBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION Develop the topic with well@chosen, relevant, and sufficient facts, extended definite details, quotations, or other information and examples appropriate to the audience the topic. OBJECTIVE / GRADE LEVEL EXPECTATION Use appropriate and varied transitions to link the major sections of the text, creating clarify the relationships among complex ideas and concepts. OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION Use precise language and domain@specific vocabulary to manage the complex ideas and concepts.			Range of Reading and Level of Text Complexity	
Text Types and Purposes Text Types and Purposes	E OBJECTIVE / PROFICIENCY	_	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 9-10.W.2. Write informative/explanatory texts to examine and convey complex ide and information clearly and accurately through the effective selection, and analysis of content. OBJECTIVE / GRADE LEVEL EXPECTATION 10.W.2.a. Introduce a topic; organize complex ideas, concepts, and information to make in connections and distinctions; include formatting (e.g., headings), graphics (e.g., fi multimedia when useful to aiding comprehension. OBJECTIVE / GRADE LEVEL EXPECTATION Develop the topic with wellichosen, relevant, and sufficient facts, extended definidetalls, quotations, or other information and examples appropriate to the audience the topic. OBJECTIVE / GRADE LEVEL EXPECTATION Use appropriate and varied transitions to link the major sections of the text, creating clarify the relationships among complex ideas and concepts. OBJECTIVE / GRADE LEVEL EXPECTATION Use precise language and domain specific vocabulary to manage the complexing capture of the complexing content.	STRAND		Writing Standards	
and information clearly and accurately through the effective selection, and analysis of content. OBJECTIVE / GRADE LEVEL 10.W.2.a. Introduce a topic; organize complex ideas, concepts, and information to make in connections and distinctions; include formatting (e.g., headings), graphics (e.g., fi multimedia when useful to aiding comprehension. OBJECTIVE / GRADE LEVEL EXPECTATION Develop the topic with well-chosen, relevant, and sufficient facts, extended definidetails, quotations, or other information and examples appropriate to the audience the topic. OBJECTIVE / GRADE LEVEL 10.W.2.c. Use appropriate and varied transitions to link the major sections of the text, creating clarify the relationships among complex ideas and concepts. OBJECTIVE / GRADE LEVEL 9- Use precise language and domain specific vocabulary to manage the complexing GRADE LEVEL 10.W.2.d.			Text Types and Purposes	
GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION Develop the topic with well/chosen, relevant, and sufficient facts, extended definidetails, quotations, or other information and examples appropriate to the audience the topic. OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	OBJECTIVE / PROFICIENCY	9-10.W.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.	
GRADE LEVEL EXPECTATION 10.W.2.b. details, quotations, or other information and examples appropriate to the audience the topic. OBJECTIVE / 9- Use appropriate and varied transitions to link the major sections of the text, created clarify the relationships among complex ideas and concepts. OBJECTIVE / 9- Use precise language and domain@specific vocabulary to manage the complexing GRADE LEVEL 10.W.2.d.	GRADE LEVEL		Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
GRADE LEVEL EXPECTATION 10.W.2.c. clarify the relationships among complex ideas and concepts. OBJECTIVE / 9- Use precise language and domain@specific vocabulary to manage the complex grade level 10.W.2.d.	GRADE LEVEL	_	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 10.W.2.d.	GRADE LEVEL		Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
	GRADE LEVEL		Use precise language and domain@specific vocabulary to manage the complexity of the topic.	
STRAND AZ.9- Writing Standards 10.W.	STRAND		Writing Standards	

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND CONCEPT / STANDARD		Writing Standards Range of Writing
CONCEPT /		
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	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.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND	9- 10.W.10.	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. Language Standards
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	9- 10.W.10. AZ.9- 10.L.	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. Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9- 10.W.10. AZ.9- 10.L.1.	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. Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE /	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases
PROFICIENCY LEVEL		based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY	9- 10.L.4.b.	
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	_	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or
OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Arizona's College and Career Ready Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND AZ.9-10.RI.

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onelond one, in groups, and teacherdled) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

Arizona's College and Career Ready Standards

Grade 10 - Adopted: 2016		
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfl 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfl 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
STRAND CONCEPT / STANDARD		Language Standards Vocabulary Acquisition and Use

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Arizona's College and Career Ready Standards

	Grade 10 - Adopted: 2016		
STRAND	AZ.9- 10.W.	Writing Standards	
CONCEPT / STANDARD		Text Types and Purposes	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.	
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
STRAND	AZ.9- 10.W.	Writing Standards	

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selful 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE /	9-	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines,

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
STRAND CONCEPT / STANDARD		Writing Standards Research to Build and Present Knowledge
CONCEPT /		
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	10.W.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9-10.W.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	9-10.W.9. 9-10.W.9.a.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature.
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	9-10.W.9. 9-10.W.9.a.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature. Writing Standards
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.W.9. 9-10.W.9.a. AZ.9-10.W.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.a. AZ.9-10.W.10.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature. Writing Standards 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.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

Arizona's College and Career Ready Standards

Crede 10 Adopted: 2010		
		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range
		determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.RI.	
STRAND CONCEPT / STANDARD		determined by qualitative and quantitative measures appropriate to grades 10.
CONCEPT /		determined by qualitative and quantitative measures appropriate to grades 10. Reading Standards for Informational Text
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	10.RI.	determined by qualitative and quantitative measures appropriate to grades 10. Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.Rl.1.	Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.RI.1. 9-10.RI.2.	Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selful 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
E OBJECTIVE / PROFICIENCY		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
E OBJECTIVE / PROFICIENCY LEVEL	10.W.8.	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 OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	10.W.8.	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. Writing Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfal 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

Arizona's College and Career Ready Standards

Grade 10 - Adopted: 2016		
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE /	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

Arizona's College and Career Ready Standards

		Language Arts
		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
	9-10.W.2.	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.
PERFORMANCE OBJECTIVE / PROFICIENCY	9-10.W.2. 9- 10.W.2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9-	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, tables), and
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	9- 10.W.2.a.	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, tables), and multimedia when useful to aiding comprehension. Develop the topic with wellochosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	9- 10.W.2.a. 9- 10.W.2.b.	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, tables), and multimedia when useful to aiding comprehension. Develop the topic with wellichosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a. 9- 10.W.2.b.	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, tables), and multimedia when useful to aiding comprehension. Develop the topic with welluchosen, 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 domainuspecific vocabulary to manage the complexity of the topic.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
	10.11.	

PERFORMANC
E OBJECTIVE /
PROFICIENCY
LEVEL

9-10.L.6.

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

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.3.	Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
	9-10.W.2.	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.
PERFORMANCE OBJECTIVE / PROFICIENCY	9-10.W.2. 9- 10.W.2.a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9-	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, tables), and
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	9- 10.W.2.a.	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, tables), and multimedia when useful to aiding comprehension. Develop the topic with wellichosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	9- 10.W.2.a. 9- 10.W.2.b.	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, tables), and multimedia when useful to aiding comprehension. Develop the topic with wellichosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a. 9- 10.W.2.b.	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, tables), and multimedia when useful to aiding comprehension. Develop the topic with wellichosen, 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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a. 9- 10.W.2.b. 9- 10.W.2.f.	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, tables), and multimedia when useful to aiding 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. 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).

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a selfil 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
	10.11	

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 9-10.L.6.

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

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

Arizona's College and Career Ready Standards

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
	9- 10.RL.4.	Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY	_	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	10.RL.4. 9-	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. Analyze how an author's choices concerning how to structure a text, order events within it, and

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE I PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlied) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL		broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify,
GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	10.SL.1.c.	broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL 9-10.L.6.

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

UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248

Arizona's College and Career Ready Standards

Grade 10 - Adopted: 2016				
STRAND	AZ.9- 10.RL.	Reading Standards for Literature		
CONCEPT / STANDARD		Key Ideas and Details		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
STRAND	AZ.9- 10.RL.	Reading Standards for Literature		
CONCEPT / STANDARD		Craft and Structure		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.		
PERFORMANC E OBJECTIVE / PROFICIENCY	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.		
LEVEL				
STRAND	AZ.9- 10.RL.	Reading Standards for Literature		

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC	9-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter

STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onelond one, in groups, and teacherdled) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276

Arizona's College and Career Ready Standards

Language Arts

Grade 10 - Adopted: 2016		
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range
		determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	
STRAND CONCEPT / STANDARD		determined by qualitative and quantitative measures appropriate to grades 10.
CONCEPT /		determined by qualitative and quantitative measures appropriate to grades 10. Writing Standards
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY	10.W.	determined by qualitative and quantitative measures appropriate to grades 10. Writing Standards 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,
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9-10.W.2.	determined by qualitative and quantitative measures appropriate to grades 10. Writing Standards 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. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and
CONCEPT / STANDARD PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	9-10.W.2. 9-10.W.2.a.	Writing Standards 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. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9-	Speaking and Listening Standards
	10.SL.	
CONCEPT / STANDARD	10.SL.	Comprehension and Collaboration
	9- 10.SL.1.	Comprehension and Collaboration Initiate and participate effectively in a range of collaborative discussions (onellon) one, in groups, and teacher(led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
PERFORMANCE OBJECTIVE / PROFICIENCY	9-	Initiate and participate effectively in a range of collaborative discussions (onellon) one, in groups, and teacher(led) with diverse partners on grades 9–10 topics, texts, and
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellon) one, in groups, and teacher(led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	9- 10.SL.1. 9- 10.SL.1.a.	Initiate and participate effectively in a range of collaborative discussions (one@on@one, in groups, and teacher@led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. 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,
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a. 9- 10.SL.1.c.	Initiate and participate effectively in a range of collaborative discussions (one@on@one, in groups, and teacher@led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. 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. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a. 9- 10.SL.1.c.	Initiate and participate effectively in a range of collaborative discussions (one one, in groups, and teacher led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. 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. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	9- 10.SL.1.a. 9- 10.SL.1.c.	Initiate and participate effectively in a range of collaborative discussions (one@on@one, in groups, and teacher@led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. 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. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented. Language Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.L.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

Arizona's College and Career Ready Standards

Language Arts

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STRAND	AZ.9- 10.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 10.
STRAND	AZ.9- 10.W.	Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well@chosen details, and well@structured event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.9.a.	Apply grades 9-10 Reading standards to literature.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND	AZ.9- 10.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellond one, in groups, and teacherdled) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.a.	Write and edit work so that it conforms to the guidelines in a style manual.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.L.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
STRAND	AZ.9- 10.L.	Language Standards
STRAND CONCEPT / STANDARD		Language Standards Vocabulary Acquisition and Use

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Arizona's College and Career Ready Standards

Language Arts

		Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	9-10.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.b.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.W.2.d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STRAND	AZ.9- 10.W.	Writing Standards
STRAND CONCEPT / STANDARD		Writing Standards Range of Writing
CONCEPT /		•
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	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.