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

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 Language Arts

		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.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** 

	1	
PERFORMANC E 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 selfigenerated 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

PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlled) 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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 /	9-	Verify the preliminary determination of the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	10.L.4.d.	verify the premiumary determination of the meaning of a word of prinase.
GRADE LEVEL		Language Standards
GRADE LEVEL EXPECTATION	10.L.4.d.	

### Arizona's College and Career Ready Standards Language Arts

Grade  $\mathbf{10}$  - Adopted:  $\mathbf{2016}$ 

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
PERFORMANC E 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.
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 $Introduce\ a\ topic; organize\ complex\ ideas, concepts, and\ information\ to\ make\ important\ connections\ and$ 

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

OBJECTIVE /

GRADE LEVEL

EXPECTATION

9-

10.W.2.a.

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 selfigenerated 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.

## STRAND AZ.9- Writing Standards 10.W.

AZ.9-10.L. Language Standards

STRAND

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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlled) 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
PERFORMANC E 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.

CONCEDT /		Conventions of Standard English
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.
TRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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.
TRAND	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 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
PERFORMANC E 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.
GRADE LEVEL		

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.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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 4 Page 49-56	
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	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.	

PROFICIENCY LEVEL

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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		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.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
PERFORMANC E OBJECTIVE / PROFICIENCY 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.
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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E OBJECTIVE /	9-	Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on
PROFICIENCY LEVEL	10.L.4.	grades 9–10 reading and content, choosing flexibly from a range of strategies.
	9- 10.L.4.b.	
OBJECTIVE / GRADE LEVEL	9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	9- 10.L.4.b. 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.
OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4.b. 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 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

Arizona's College and Career Ready Standards Language Arts

Grade 10 - Adopted: 2016

AZ.9-10.RI. STRAND 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.Rl.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
PERFORMANC E 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 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL	9- 10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.

## STRAND AZ.9- Writing Standards 10.W.

AZ.9-10.L. Language Standards

STRAND

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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlled) 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
PERFORMANC E 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.

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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.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 Language Arts

Grade 10 - Adopted: 2016

AZ.9-10.RI. STRAND 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.Rl.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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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 7 Page 83-90
		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.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.
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
PERFORMANC E 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.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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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  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.
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
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
PERFORMANC E 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

PERFORMANC E 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.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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 9 Page 101-108
		UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108  Arizona's College and Career Ready Standards
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STRAND	AZ.9- 10.RI.	Arizona's College and Career Ready Standards Language Arts
STRAND  CONCEPT / STANDARD		Arizona's College and Career Ready Standards  Language Arts  Grade 10 - Adopted: 2016
CONCEPT /	10.RI.	Arizona's College and Career Ready Standards  Language Arts  Grade 10 - Adopted: 2016  Reading Standards for Informational Text
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.RI.1.	Arizona's College and Career Ready Standards Language Arts Grade 10 - Adopted: 2016  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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.RI.1.	Arizona's College and Career Ready Standards Language Arts Grade 10 - Adopted: 2016  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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.Rl.1. 9-10.Rl.2.	Arizona's College and Career Ready Standards Language Arts Grade 10 - Adopted: 2016  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.

PROFICIENCY LEVEL

# STRAND AZ.9- Reading Standards for Informational Text 10.RI.

LEVEL

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
PERFORMANC E 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.
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	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		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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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 10 Page 109-120
		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.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	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 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.

E OBJECTIVE /

PROFICIENCY LEVEL

LEVEL

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
PERFORMANC E OBJECTIVE PROFICIENCY LEVEL		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
PERFORMANC E 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.
GRADE LEVEL	10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.  Writing Standards
GRADE LEVEL EXPECTATION	10.W.9.b.	
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	10.W.9.b.	Writing Standards
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.9.b.  AZ.9- 10.W.	Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	10.W.9.b.  AZ.9- 10.W.  9- 10.W.10.	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.
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	9- 10.W.10. AZ.9- 10.W.10.	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.  Speaking and Listening Standards

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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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  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.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.Rl.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
PERFORMANC E 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- 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.
PROFICIENCY LEVEL		
	AZ.9- 10.W.	Writing Standards

conduct short as well as more sustained research projects to answer a question (including a selfigenerated uestion) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the ubject, demonstrating understanding of the subject under investigation.
Sather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; ssess the usefulness of each source in answering the research question; integrate information into the text electively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Vriting Standards
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 informational and nonfiction text.
riting Standards
tange of Writing
Vrite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ingle sitting or a day or two) for a range of tasks, purposes, and audiences.
anguage 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 meanings and add variety and interest to writing or presentations.
anguage Standards
Conventions of Standard English
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.2.c.	Use correct spelling.
STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E 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.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 12 Page 139-142
		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.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
PERFORMANC E 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-	Writing Standards
	10.W.	

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 selfigenerated 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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 13 Page 143-150
		Arizona's College and Career Ready Standards
		Language Arts Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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 /	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.)

PROFICIENCY LEVEL

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 selfigenerated 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
PERFORMANC E 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.
GRADE LEVEL	10.W.9.b.	Apply grades 9-10 Reading standards to informational and nonfiction text.  Writing Standards
GRADE LEVEL EXPECTATION	10.W.9.b.	
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	10.W.9.b.	Writing Standards
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.9.b.  AZ.9- 10.W.	Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	10.W.9.b.  AZ.9- 10.W.  9- 10.W.10.	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.
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	10.W.9.b.  AZ.9- 10.W.  9- 10.W.10.	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.  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
PERFORMANC E 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
PERFORMANC E 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-	Language Standards

10.L.

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 comprehension or expression.

### UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

### 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.

E OBJECTIVE / PROFICIENCY LEVEL  STRAND AZ.9-10.RL.  CONCEPT / STANDARD  PERFORMANC 9- Determine the meaning of words and phrases as they are used in the text, including figurate meanings; analyze the cumulative impact of specific word choices on meaning and tone.  PERFORMANC 9- Determine the meaning of words and phrases as they are used in the text, including figurate meanings; analyze the cumulative impact of specific word choices on meaning and tone.  PERFORMANC 9- DALLS. Such effects as mystery, tension, or surprise.  PERFORMANC 10- Reading Standards for Literature  STRAND AZ.9- 10.RL.  Range of Reading and Level of Text Complexity  PERFORMANC 9- By the end of the year, proficiently and independently read and comprehend literature, including figurate to the end of the year, proficiently and independently read and comprehend literature, including figurate to the end of the year, proficiently and independently read and comprehend literature, including figurate and profice the end of the year, proficiently and independently read and comprehend literature, including figurations and quantitative measures appropriate to the end of the year, proficiently and independently read and comprehend incomprehend literature, including figurations and profice the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appropriate the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appropriate and profice the end of the year, proficiently and independently read and comprehend literature, including figurations and profice the end of the year, proficiently and independently read and comprehend literature, including figurations and profice figurations are proficed by the end of the year, proficiently and independently read and comprehend literature, including figurations and profice					
E OBJECTIVE / PROFICIENCY LEVEL  STRAND  AZ.9- 10.RL.  CONCEPT / STANDARD  PERFORMANC 9- Determine the meaning of words and phrases as they are used in the text, including figurat meanings; analyze the cumulative impact of specific word choices on meaning and tone.  PERFORMANC 9- Determine the meaning of words and phrases as they are used in the text, including figurat meanings; analyze the cumulative impact of specific word choices on meaning and tone.  PERFORMANC 9- DIRLS. Such effects as mystery, tension, or surprise.  PERFORMANC 10-RLS. PROFICIENCY LEVEL  STRAND  AZ.9- 10-RL.  Reading Standards for Literature  CONCEPT / STANDARD  By the end of the year, proficiently and independently read and comprehend literature, including figurat meanings; analyze the cumulative impact of specific word choices on meaning and tone.  PERFORMANC 10-RLS. Such effects as mystery, tension, or surprise.  PERFORMANC 20-Reading and Level of Text Complexity  PERFORMANC 20-Reading and Level of Text Complexity and independently read and comprehend literature, including figurate the end of the year, proficiently and independently read and comprehend literature, including figuration and profit in a text complexity range determined by qualitative and quantitative measures appropriate and profit in a text complexity range determined by qualitative and quantitative measures approved the end of the year, proficiently and independently read and comprehend literature, including figuration and profit in a text complexity range determined by qualitative and quantitative measures approved to the profit of the profit o					
CONCEPT / STANDARD  PERFORMANC 9- Determine the meaning of words and phrases as they are used in the text, including figurat meanings; analyze the cumulative impact of specific word choices on meaning and tone.  PERFORMANC 9- DIRLA. PROFICIENCY LEVEL  PERFORMANC 9- STANDARD 10.RL5. PROFICIENCY LEVEL  STRAND AZ.9- 10.RL.  CONCEPT / STANDARD Range of Reading and Level of Text Complexity  PERFORMANC 9- By the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appears the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appears the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appears to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appears to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appears to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appears to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appears to the end of the year, proficiently and independently read and comprehend literature, including the end of the year, proficiently and independently read and comprehend literature, including the end of the year, proficiently and independently read and comprehend literature, including the end of the year,	nalyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a xt, interact with other characters, and advance the plot or develop the theme.				
PERFORMANC PERFORMANC PERFORMANC PERFORMANC PERFORMANC PERFORMANC PROFICIENCY LEVEL  Analyze how an author's choices concerning how to structure a text, order events within it, a such effects as mystery, tension, or surprise.  PERFORMANC PROFICIENCY LEVEL  Text Types and Purposes  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effect chosen details, and well structured event sequences.  PERFORMANC PERFORMANC PERFORMANC PONCEPT / STANDARD  Text Types and Purposes  PERFORMANC PERFORMANC PONCEPT / STANDARD  PONCEPT / STANDARD  PERFORMANC PONCEPT / STANDARD  PONCEPT /	eading Standards for Literature				
### BOBJECTIVE / PROFICIENCY LEVEL  PERFORMANC PERFORMANC PROFICIENCY LEVEL  PROFICIENCY LEVEL  Analyze how an author's choices concerning how to structure a text, order events within it, a such effects as mystery, tension, or surprise.  PROFICIENCY LEVEL  Range of Reading Standards for Literature  CONCEPT / STANDARD  PERFORMANC PROFICIENCY LEVEL  By the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared to the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared to the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared to the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared to the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared to the year, proficiently and independently read and comprehend literature, including the poetry, in a text complexity and independently read and comprehend literature, including the poetry, in a	Craft and Structure				
E OBJECTIVE / PROFICIENCY LEVEL  STRAND  AZ.9- 10.RL.  Reading Standards for Literature  CONCEPT / STANDARD  PERFORMANC 2 OBJECTIVE / PROFICIENCY LEVEL  By the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures app the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures app the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures app to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures app to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures app to the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures app the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures app the end of the year, proficiently and independently read and comprehend literature, including the end of the year, proficiently and independently read and comprehend literature, including the end of the year, proficiently and independently read and comprehend literature, including the end of the year, proficiently and independently read and comprehend literature, including the end of the year, proficiently and independently read and comprehend literature, including the end of the year, proficiently and independently read and comprehend literature, including the year, proficiently	etermine the meaning of words and phrases as they are used in the text, including figurative and connotative eanings; analyze the cumulative impact of specific word choices on meaning and tone.				
CONCEPT / STANDARD  PERFORMANC PEOBJECTIVE / 10.RL.10.  By the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appeared.  STRAND  AZ.9- Text Types and Purposes  PERFORMANC E OBJECTIVE / 10.W.3.  Write narratives to develop real or imagined experiences or events using effect chosen details, and well@structured event sequences.  OBJECTIVE / 9-  Engage and orient the reader by setting out a problem, situation, or observation, establish	nalyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create uch effects as mystery, tension, or surprise.				
PERFORMANC PROFICIENCY LEVEL  By the end of the year, proficiently and independently read and comprehend literature, including the end of the year, proficiently and independently read and comprehend literature, including the end of the year, proficiently and independently read and comprehend literature, including poetry, in a text complexity range determined by qualitative and quantitative measures appropriately.  STRAND  AZ.9- 10.W.  Writing Standards  Text Types and Purposes  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  Write narratives to develop real or imagined experiences or events using effect chosen details, and well@structured event sequences.  OBJECTIVE / 9-  Engage and orient the reader by setting out a problem, situation, or observation, establish	leading Standards for Literature				
E OBJECTIVE / PROFICIENCY LEVEL	Range of Reading and Level of Text Complexity				
CONCEPT / STANDARD  Text Types and Purposes  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PROFICIENCY LEVEL  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effect chosen details, and well@structured event sequences.  OBJECTIVE / 9-  Engage and orient the reader by setting out a problem, situation, or observation, establish	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.				
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  Write narratives to develop real or imagined experiences or events using effect chosen details, and well@structured event sequences.  OBJECTIVE / 9-  Engage and orient the reader by setting out a problem, situation, or observation, establish	Writing Standards				
E OBJECTIVE / PROFICIENCY LEVEL 10.W.3. chosen details, and well@structured event sequences.  OBJECTIVE / 9- Engage and orient the reader by setting out a problem, situation, or observation, establish					
	tive technique, well				
GRADE LEVEL 10.W.3.a. of view, and introducing a narrator and/or characters; create a smooth progression of expension of e					
OBJECTIVE / 9- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple place.  GRADE LEVEL 10.W.3.b. experiences, events, and/or characters.  EXPECTATION	lot lines, to develop				
OBJECTIVE / 9- Use a variety of techniques to sequence events so that they build on one another to create GRADE LEVEL 10.W.3.c. EXPECTATION	se 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.	riting 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.	revelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing in addressing what is most significant for a specific purpose and audience. (Editing for conventions should emonstrate command of Language standards 1–3 up to and including grades 9–10.)		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.6.	se technology, including the internet, to produce, publish, and update individual or shared writing products, taking dvantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
STRAND	AZ.9- 10.W.	Vriting Standards		
CONCEPT / STANDARD		Research to Build and Present Knowledge		
PERFORMANC E 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.L.	Language Standards		
CONCEPT / STANDARD		Conventions of Standard English		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	emonstrate command of the conventions of Standard English capitalization, punctuation, and pelling 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			
PERFORMANC E 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, we 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  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	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.

LEVEL

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.	nalyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create uch 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.	teading Standards for Informational Text		
CONCEPT / STANDARD		Key Ideas and Details		
	9-10.RI.1.	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.		
PERFORMANC E OBJECTIVE / PROFICIENCY		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY	9-10.RI.2.	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		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY PROFICIENCY	9-10.RI.2.	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		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2. 9-10.RI.3.	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 drawn between them.		

AZ.9-10.RI. Reading Standards for Informational Text

STRAND

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.RI.10.	y the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a xt complexity range determined by qualitative and quantitative measures appropriate to grade 10.			
STRAND	AZ.9- 10.W.	riting Standards			
CONCEPT / STANDARD		Production and Distribution of Writing			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.4.	roduce clear and coherent writing in which the development, organization, and style are appropriate to task, urpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.5.	evelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing an addressing what is most significant for a specific purpose and audience. (Editing for conventions should emonstrate 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 selfigenerated 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			
PERFORMANC E 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.			
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			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or peaking.			
OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.1.b.	se 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 riting or presentations.			
STRAND	AZ.9- 10.L.	anguage Standards			
CONCEPT / STANDARD		Knowledge of Language			
PERFORMANC E 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.	anguage Standards			
CONCEPT / STANDARD		Vocabulary Acquisition and Use			
PERFORMANC E 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 Language Arts

Grade 10 - Adopted: 2016

AZ.9-10.RI. STRAND Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.1.	te strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences awn from the text.			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9-10.RI.2.	etermine 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.Rl.3.	nalyze how the author constructs an analysis or series of ideas or events, including the order in which the points are ade, 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 rechnical 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			
PERFORMANC E 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	9- 10.W.2.b.	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.			

EXPECTATION

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.	se 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.	Vriting 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, ourpose, 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, focusin 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 selfigenerated 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			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.9.	Praw evidence from literary or informational texts to support analysis, reflection, and research.			

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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		ange of Writing			
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.W.10.	rite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ngle 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			
PERFORMANC E 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			
PERFORMANC E 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.			
GRADE LEVEL		Use correct spelling.  Language Standards			
GRADE LEVEL EXPECTATION	10.L.2.c.				
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	10.L.2.c. AZ.9- 10.L.	Language Standards			
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.L.2.c. AZ.9- 10.L.	Language Standards  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make			
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9- 10.L.3.	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 when reading or listening.			
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.3.	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 when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual.			

PERFORMANC E 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			
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# Arizona's College and Career Ready Standards Language Arts

Grade 10 - Adopted: 2016

STRAND	AZ.9-	Reading Standards for Informational Text
	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.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	Δ7 9-	Peading Standards for Informational Text

### $\begin{array}{ccc} {\sf STRAND} & & {\sf AZ.9-} \\ & & {\sf 10.RI.} \end{array} \quad \text{Reading Standards for Informational Text}$

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- Reading Standards for Informational Text 10.RI.

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
PERFORMANC E 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. (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 selfigenerated 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
PERFORMANC E 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.
GRADE LEVEL		Apply grades 9-10 Reading standards to informational and nonfiction text.  Writing Standards
GRADE LEVEL EXPECTATION	10.W.9.b.	
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	10.W.9.b.	Writing Standards
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.9.b.  AZ.9- 10.W.	Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	10.W.9.b.  AZ.9- 10.W.  9- 10.W.10.	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.
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	9- 10.W.10. AZ.9- 10.W.10.	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.  Language Standards

STRAND	AZ.9- 10.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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		Language Standards  Vocabulary Acquisition and Use
CONCEPT /	10.L.	
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	9- 10.L.4.	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)
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	9- 10.L.4. 9- 10.L.4.b.	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.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.L.4. 9- 10.L.4.b.	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.  Verify the preliminary determination of the meaning of a word or phrase.

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

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
PERFORMANC E 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 /	9- 10 W 1 h	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns

GRADE LEVEL 10.W.1.b. limitations of both in a manner that anticipates the audience's knowledge level and concerns.

EXPECTATION

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
PERFORMANC E 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	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.

LEVEL

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 selfigenerated 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
PERFORMANC E 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		Writing Standards  Range of Writing
CONCEPT /		
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	<b>10.W.</b>	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
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  CONCEPT /	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  PERFORMANC E 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 when writing or
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	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 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

PERFORMANC E 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
PERFORMANC E 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.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 19 Page 185-188
		Arizona's College and Career Ready Standards

### Arizona's College and Career Ready Standards Language Arts

Grade 10 - Adopted: 2016

STRAND AZ.9- Reading Standards for Informational Text 10.RI.

CONCEPT /	Key Ideas and Details
STANDARD	

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.Rl.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
PERFORMANC E 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
PERFORMANC E 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 wellichosen, 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 selfigenerated 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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: FORMAL CRITIQUE Week 20 Page 189-228
		Arizona's College and Career Ready Standards  Language Arts  Grade 10 - Adopted: 2016
STRAND	AZ.9- 10.RL.	Reading Standards for Literature

CONCEPT / Key Ideas and Details STANDARD

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
PERFORMANC E 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	
	9- 10.W.8.	Research to Build and Present Knowledge  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.	
PERFORMANC E OBJECTIVE / PROFICIENCY		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	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	10.W.8. AZ.9- 10.W.	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.  Writing Standards	

STRAND	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	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellon 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.L.	Language Standards	
CONCEPT / STANDARD		Conventions of Standard English	
PERFORMANC E 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	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
OBJECTIVE /	9-	Use correct spelling.	

STRAND AZ.9- Writing Standards

GRADE LEVEL 10.L.2.c.

**EXPECTATION** 

STRAND	AZ.9-	Language Standards
	10.L.	

CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E 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.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.
E OBJECTIVE / PROFICIENCY		
E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	<b>10.L.4</b> .	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)
OBJECTIVE / GRADE LEVEL  OBJECTIVE / GRADE LEVEL  OBJECTIVE / GRADE LEVEL	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.

STANDARD	vocasanary Acquisition and esc
PERFORMANC 9-10. E OBJECTIVE / PROFICIENCY LEVEL	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 Language Arts

Grade 10 - Adopted: 2016

STRAND	AZ.9-	Reading Standards for Literature
	10.RL.	

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
PERFORMANC E 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 wellichosen, 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	
PERFORMANC E 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
PERFORMANC E 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	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  PERFORMANC E OBJECTIVE / PROFICIENCY	10.SL.	Comprehension and Collaboration  Initiate and participate effectively in a range of collaborative discussions (onellon one, in groups, and teacherlled) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	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.  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
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	9- 10.SL.1. 9- 10.SL.1.a.	Comprehension and Collaboration  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
STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	9- 10.SL.1. 9- 10.SL.1.a.	Comprehension and Collaboration  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

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

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 <b>10</b> - Adopted: <b>2016</b>
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

By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and

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.

10.RL.10. poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9. By

PERFORMANC

E OBJECTIVE /

**PROFICIENCY** 

LEVEL

9-

STRAND	AZ.9- 10.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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
PERFORMANC E 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		Writing Standards  Research to Build and Present Knowledge
CONCEPT /		
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.W.	Research to Build and Present Knowledge
CONCEPT / STANDARD  PERFORMANC E 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  PERFORMANC E 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  PERFORMANC E 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  PERFORMANC E 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 time frames (a

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (onellonll one, in groups, and teacherlled) 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 <sup>®</sup> 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
PERFORMANC E 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
STRAND  CONCEPT / STANDARD		Language Standards  Conventions of Standard English
CONCEPT /		
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	10.L. 9-	Conventions of Standard English  Demonstrate command of the conventions of Standard English capitalization, punctuation, and
CONCEPT / STANDARD  PERFORMANC E 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  PERFORMANC E 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  PERFORMANC E 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  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E 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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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.

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
PERFORMANC E 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
PERFORMANC E 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 /	9-	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
PROFICIENCY LEVEL	10.W.8.	selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
PROFICIENCY	AZ.9- 10.W.	selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  Writing Standards
PROFICIENCY LEVEL	AZ.9-	

PERFORMANC E 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
PERFORMANC E OBJECTIVE / PROFICIENCY 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.
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 <sup>®</sup> 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
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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.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 24 Page 281-281
		Arizona's College and Career Ready Standards
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STRAND AZ.9- Reading Standards for Informational Text 10.RI.

CONCEPT / Craft and Structure
STANDARD

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
PERFORMANC E 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
	9- 10.W.4.	Production and Distribution of Writing  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.)
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E OBJECTIVE / PROFICIENCY LEVEL

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 independence in gathering  $vocabulary \ knowledge \ when \ considering \ a \ word \ or \ phrase \ important \ to \ comprehension \ or \ expression.$