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

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY / Key Ideas and Details GOAL STANDARD / **GP.R.1** Students will read closely to determine what the text says explicitly and to make logical inferences ORGANIZER from it; cite specific textual evidence to support conclusions drawn from the text. EXPECTATION RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY / Key Ideas and Details GOAL STANDARD / GP.R.2 Students will determine central ideas of a text and analyze their development; cite specific textual ORGANIZER evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. **EXPECTATION** RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details. STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY / **Key Ideas and Details** GOAL STANDARD / GP.R.3 Students will analyze how and why individuals, events and ideas develop and interact over the course ORGANIZER of a text. **EXPECTATION** RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them. STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY / **Craft and Structure** GOAL STANDARD / GP.R.4 Students will interpret words and phrases as they are used in a text, including determining technical, ORGANIZER connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. **EXPECTATION** RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY / Range of Reading and Level of Text Complexity GOAL

Students will read, comprehend and analyze complex informational texts independently and

STANDARD /

ORGANIZER

GP.R.10

proficiently.

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

STRAND Composition—Grade 9-10

CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.

INDICATORC.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing10.3.g.on addressing what is most significant for a specific purpose and audience.

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's

capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

STRAND Composition—Grade 9-10

CATEGORY / GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER		Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated

question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STRAND

Composition—Grade 9-10

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EVDECTATION	C 0 10 6	Cather relevant information from multiple authoritative print and digital courses, using advanced coording officializative

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND Composition—Grade 9-10

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and

STRAND Language—Grade 9-10

audiences.

CATEGORY / GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY <i> </i> GOAL	Key lo	leas and Details
STANDARD / GP.	.R.1 Stude	ents will read closely to determine what the text says explicitly and to make logical inferences
ORGANIZER	from	it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how

STRAND

Reading Standards for Informational Text—Grade 9-10

they emerge and are shaped and refined by specific details.

CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL	Craft and Structure
ST ANDARD / ORGANIZER	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and

analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND

Composition—Grade 9-10

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY <i> </i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY / GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

STRAND

Composition—Grade 9-10

STANDARD / ORGANIZERGP.W.5Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	CATEGORY/ GOAL	Research to Build and Present Knowledge

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- STRAND
- Composition—Grade 9-10

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND

CATEGORY/ GOAL	Range of Writing
ST ANDARD / ORGANIZER	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND		Language—Grade 9-10
CATEGORY/ GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND		Language—Grade 9-10
CATEGORY <i>I</i> GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.9-	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

10.1. drawn from the text.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL	Key Ideas and Details
ST ANDARD / ORGANIZER	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION RL.9- Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, 10.2. including how it emerges and is shaped and refined by specific details.

 STRAND
 Reading Standards for Literature—Grade 9-10

 CATEGORY / GOAL
 Key Ideas and Details

 STANDARD / ORGANIZER
 GP.R.3

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

 EXPECTATION
 RL.9 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.9-	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

10.4. meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.9-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create

10.5. such effects as mystery, tension or surprise.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY <i>I</i> GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and

analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATORC.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing10.1.g.on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

CATEGORY <i> </i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9- 10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9- 10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY / GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Range of Writing

STANDARD / ORGANIZERGP.W.7Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019

 STRAND
 Reading Standards for Literature—Grade 9-10

 CAT EGORY / GOAL
 Key Ideas and Details

 ST ANDARD / ORGANIZER
 GP.R.1

 Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

 EXPECTATION
 RL.9-10.1.
 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY <i>I</i> GOAL	Key Ideas and Details
ST ANDARD / ORGANIZER	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION RL.9- Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, 10.2. including how it emerges and is shaped and refined by specific details.

 STRAND
 Reading Standards for Literature—Grade 9-10

 CATEGORY / GOAL
 Key Ideas and Details

 STANDARD / ORGANIZER
 GP.R.3

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

 EXPECTATION
 RL.9 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.9-	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

10.4. meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.9-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create

10.5. such effects as mystery, tension or surprise.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY <i>I</i> GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and

analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATORC.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing10.1.g.on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

CATEGORY <i> </i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9- 10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9- 10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY / GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Range of Writing

STANDARD / ORGANIZERGP.W.7Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY <i> </i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019

STRAND

Reading Standards for Informational Text—Grade 9-10

drawn from the text.

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL	Key Ideas and Details
ST ANDARD / ORGANIZER	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STRAND Composition—Grade 9-10

CATEGORY <i>I</i> GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND

Composition—Grade 9-10

CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND	Language—Grade 9-10
CATEGORY/ GOAL	Vocabulary Acquisition and Use

ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
STRAND		Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL	Craft and Structure
STANDARD / ORGANIZER	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 9-10

CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORG ANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY / GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

Language—Grade 9-10

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND		Language—Grade 9-10
CATEGORY / GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

INDICATOR L.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing 10.3.a. type.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY <i>I</i> GOAL	Key Ideas and Details
ST ANDARD / ORGANIZER	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.9-10.1

RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

they emerge and are shaped and refined by specific details.

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how

STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL	Craft and Structure
ST ANDARD / ORGANIZER	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and

analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND	Composition—Grade 9-10

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Research to Build and Present Knowledge

 EXPECTATION
 C.9-10.6.
 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text

assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Students will gather relevant information from multiple print and digital sources, assess the

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

STANDARD /

ORGANIZER

GP.W.6

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.
STRAND		Language—Grade 9-10
CATEGORY / GOAL		Conventions of Standard English

STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
EXPECTATION	L.9-10.1.	In both written and oral expression:	
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	

Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.9- 10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION RL.9- Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, 10.2. including how it emerges and is shaped and refined by specific details.

STRAND Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.9-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., guestioning, monitoring, visualizing,

10.10.

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

STRAND

Composition—Grade 9-10

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9- 10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9- 10.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	C.9- 10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

STRAND

GOAL

CATEGORY <i>I</i> GOAL		Research to Build and Present Knowledge
ST ANDARD / ORG ANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND		Composition—Grade 9-10
CATEGORY /		Range of Writing

ST ANDARD / ORGANIZER		Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

CATEGORY /
GOAL

STRAND

Reading Standards for Informational Text—Grade 9-10

Key Ideas and Details

ST ANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY / GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusir on addressing what is most significant for a specific purpose and audience.

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

ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-	
	10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	10.3.a. C.9- 10.3.g.	
INDICATOR STRAND	C.9-	purpose. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing
	C.9-	purpose. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND CATEGORY/	C.9-	purpose. 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. Composition—Grade 9-10
STRAND CATEGORY / GOAL STANDARD /	C.9- 10.3.g. GP.W.4	purpose. 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. Composition—Grade 9-10 Production and Distribution Students will use digital resources to create and publish products as well as to interact and
STRAND CATEGORY / GOAL STANDARD / ORGANIZER	C.9- 10.3.g. GP.W.4	purpose. 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. Composition—Grade 9-10 Production and Distribution Students will use digital resources to create and publish products as well as to interact and collaborate with others. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to
STRAND CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION	C.9- 10.3.g. GP.W.4	purpose. 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. Composition—Grade 9-10 Production and Distribution Students will use digital resources to create and publish products as well as to interact and collaborate with others. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND		Composition—Grade 9-10

CATEGORY/ GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND

Language—Grade 9-10

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-

10.4.d.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY <i>I</i> GOAL	Key Ideas and Details
ST ANDARD / ORGANIZER	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

STRAND Reading Standards for Informational Text—Grade 9-10

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CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between

STRAND

Reading Standards for Informational Text—Grade 9-10

STANDARD / ORGANIZERGP.R.4Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	CATEGORY / GOAL	Craft and Structure

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.9-10.7. Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 9-10

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORG ANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY / GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND		Language—Grade 9-10
CATEGORY <i> </i> GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND		Language—Grade 9-10
CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
STRAND		Language—Grade 9-10
CATEGORY /		Vocabulary Acquisition and Use

GOAL		
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY <i>I</i> GOAL	Key Ideas and Details
STANDARD / ORGANIZER	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.9-10.1.

RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY		Key Ideas and Details

GOAL		
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

EXPECTATION RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

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GOAL

Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER		Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and

technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Integration of Knowledge and Ideas
ST ANDARD / ORGANIZER		Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.9-10.7.	Analyze various accounts of a subject presented in different print and non-print formats, determining which details

are emphasized in each account.

Reading Standards for Informational Text—Grade 9-10

		-
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 9-10
CATEGORY /		Text Types and Purposes

STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
	GPW 3	Students will compose parratives to develop real or imagined experiences or events using effective

ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Production and Distribution

STANDARD /	GP.W.4	Students will use digital resources to create and publish products as well as to interact and
ORGANIZER		collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
TRAND		Composition—Grade 9-10
CATEGORY <i> </i> GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND		Composition—Grade 9-10
CATEGORY <i> </i> GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.
STRAND		Language—Grade 9-10
CATEGORY <i> </i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage whe writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositiona absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY/ GOAL	Knowledge of Language
ST ANDARD / ORGANIZER	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

variety and interest to writing or presentations.

EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
STRAND		Language—Grade 9-10
CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
EXPECT AT ION	L.9-10.4. L.9- 10.4.a.	

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER		Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

drawn from the text.

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details

STANDARD /	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course
ORGANIZER		of a text.

ORGANIZER connotative and figurative meanings, and analyze how specific word choices shape meaning or tone EXPECTATION Rt9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY / GOAL Integration of Knowledge and Ideas STANDARD / ORGANIZER GP.R.7 Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. EXPECTATION RI9-10.7. Analyze various accounts of a subject presented in different print and non-print formas, determining which details are emphasized in each account. STANDARD / GOAL GP.R.10 Raage of Reading and Level of Text Complexity GORANIZER GP.R.10 Students will read, comprehend and analyze complex informational texts independently and proficiently. EXPECTATION RI9- 10.0. Students will read, comprehend and analyze complex informational texts independently and proficiently. EXPECTATION RI9- 10.1. By the end of the year, flexibly use a variey of comprehension strategies (i.e., questoring, monitoring, visualizing inferencing, summatizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropritate, complex informational texts independently and proficiently	EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
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ORGANIZER connotative and figurative meanings, and analyze how specific word choices shape meaning or tone EXPECTATION RI9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY / OOAL OP.R.7 Students will integrate and evaluate content presented in print/non-print forms of text found in or RGANIZER BY.PCTATION RI9-10.7. Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account. STANDARD / ORANIZER GP.R.10 Students will read, comprehend and analyze complex informational texts independently and proficiently. STANDARD / ORANIZER GP.R.10 Students will read, comprehend and analyze complex informational texts independently and proficiently. STANDARD / ORANIZER GP.R.10 Students will read, comprehend and analyze complex informational texts independently and proficiently. EXPECTATION R19- By the end of the year, flexibly use a variey of comprehension strategies (.e., questoning, monitoring, visualizing inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. STANDARD / ORANIZER <td< td=""><td></td><td></td><td>Craft and Structure</td></td<>			Craft and Structure
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CATEGORY/ Integration of Knowledge and Ideas STANDARD / ORGANIZER GP.R.7 Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. EXPECTATION RI9-10.7. Analyze various accounts of a subject presented in different print and non-print formas, determining which details are emphasized in each account. STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY/ Range of Reading and Level of Text Complexity STANDARD / ORGANIZER GP.R.10 Students will read, comprehend and analyze complex informational texts independently and proficiently. EXPECTATION R19- 10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. STRAND Composition—Grade 9-10 CATEGORY/ ORGANIZER GP.W.1 Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. EXPECTATION 0.9- ORGANIZER Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. INDICATOR C.9- Droduce clear and coherent writing in which the development,	EXPECTATION	RI.9-10.4.	
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10.1.a. purpose and audience. INDICATOR C.9- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focus	EXPECTATION		
	INDICATOR		
	INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND Composition—Grade 9-10	STRAND		Composition—Grade 9-10
CATEGORY / Text Types and Purposes GOAL Text Types and Purposes			Text Types and Purposes

Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

GP.W.2

STANDARD / ORGANIZER

EXPECT AT ION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

Composition—Grade 9-10

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY <i>I</i> GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STRAND

Composition—Grade 9-10

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND		Composition—Grade 9-10
CATEGORY <i> </i> GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.
STRAND		Language—Grade 9-10
CATEGORY/ GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND		Language—Grade 9-10
CATEGORY <i> </i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
STRAND		Language—Grade 9-10
CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND

Composition—Grade 9-10

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY / GOAL	Production and Distribution
ST ANDARD / GI ORGANIZER GI	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

STRAND

Composition—Grade 9-10

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	0.0.40.5	

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STRAND Composition—Grade 9-10

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND

CATEGORY/ GOAL	Range of Writing
ST ANDARD / ORGANIZER	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-1

C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add

STRAND Language—Grade 9-10

10.1.b.

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9-	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional,

STRAND

Language—Grade 9-10

variety and interest to writing or presentations.

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORG ANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND

Language—Grade 9-10

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.9-	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

10.1. drawn from the text.

STRAND

CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATIONRL.9-
Including how it emerges and is shaped and refined by specific details.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.9- 10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND

CATEGORY/ GOAL		Text Types and Purposes	
ST ANDARD / ORGANIZER	GP.W.1	tudents will compose arguments to support claims in an analysis of substantive topics or texts, sing valid reasoning and relevant and sufficient evidence.	
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

STRAND

CATEGORY/ GOAL		Text Types and Purposes	
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.	
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.	
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.	
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

STRAND

CATEGORY <i>I</i> GOAL		Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.	
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.	
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.	
INDICATOR	C.9- 10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
INDICATOR	C.9- 10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.	
INDICATOR	C.9- 10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
STRAND		Composition—Grade 9-10	
CATEGORY <i>I</i> GOAL		Production and Distribution	
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.	
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	
STRAND		Composition—Grade 9-10	
CATEGORY <i> </i> GOAL		Range of Writing	

STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.	
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.	
STRAND		Language—Grade 9-10	
CATEGORY <i> </i> GOAL		Vocabulary Acquisition and Use	
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.	
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.	
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.9- 10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

STRAND Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL	Key Ideas and Details
ST ANDARD / ORGANIZER	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION RL.9- Analyze how complex characters develop over the course of a text, interact with other characters and advance the 10.3. plot or develop themes.

STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY / GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

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Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.9-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create

10.5. such effects as mystery, tension or surprise.

STRAND Reading Stand	dards for Literature—Grade 9-10
CATEGORY / Range of Rea GOAL	ding and Level of Text Complexity
ST ANDARD / GP.R.10 Students will	read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION RL.9- By the end of the	he year, flexibly use a variety of comprehension strategies (i.e., guestioning, monitoring, visualizing,

 PECTATION
 RL.9 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, 10.10.

 10.10.
 inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY <i> </i> GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and

analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 9-10

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

Composition—Grade 9-10

CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECT AT ION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER		Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated

subject, demonstrating understanding of the subject under investigation.

question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the

Composition—Grade 9-10

CATEGORY / GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EVERATION	0.0.10.0	

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND Language—Grade 9-10

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND

STRAND

Language—Grade 9-10

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND

Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Craft and Structure

ST ANDARD / ORGANIZER	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND Reading Standards for Informational Text—Grade 9-10

STANDARD / ORGANIZER GP.R.7 Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.	CATEGORY/ GOAL		Integration of Knowledge and Ideas
		GP.R.7	

- EXPECTATION RI.9-10.7. Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
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Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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Composition—Grade 9-10

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-	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.

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CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CATEGORY <i> </i> GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	0 0 40 7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and

STRAND Language—Grade 9-10

audiences.

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9-	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence)

10.4.a. as a clue to the meaning of a word or phrase.

L.9-

10.4.d.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Reading Standards for Informational Text—Grade 9-10

CATEGORY <i> </i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

STRAND Reading Standards for Informational Text—Grade 9-10

them.

CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between

STRAND

Reading Standards for Informational Text—Grade 9-10

STANDARD / ORGANIZERGP.R.4Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	CATEGORY / GOAL	Craft and Structure

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.9-10.7. Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account. STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY / Range of Reading and Level of Text Complexity GOAL STANDARD / **GP.R.10** Students will read, comprehend and analyze complex informational texts independently and ORGANIZER proficiently. **EXPECTATION** RI.9-By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, 10.10 inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. STRAND Composition—Grade 9-10 CATEGORY / Text Types and Purposes GOAL STANDARD / GP.W.1 Students will compose arguments to support claims in an analysis of substantive topics or texts, ORGANIZER using valid reasoning and relevant and sufficient evidence. **EXPECTATION** C.9-Compose arguments to support claims in an analysis of substantive topics or texts, using valid 10.1. reasoning and relevant and sufficient evidence. INDICATOR C.9-Produce clear and coherent writing in which the development, organization and style are appropriate to task, 10.1.a. purpose and audience. INDICATOR C.9-Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that 10.1.b. establishes clear relationships among claim(s), counterclaims, reasons and evidence. INDICATOR C.9-Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and 10.1.c. limitations of both in a manner that anticipates the audience's knowledge level and concerns. INDICATOR C.9-Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons 10.1.d. and evidence. INDICATOR C.9-Establish and maintain a task appropriate writing style. 10.1.e. INDICATOR C.9-Provide a concluding statement or section that follows from and supports the argument presented. 10.1.f. C.9-INDICATOR Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing 10.1.g. on addressing what is most significant for a specific purpose and audience. STRAND Composition—Grade 9-10 CATEGORY / **Text Types and Purposes** GOAL STANDARD / GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas clearly ORGANIZER and accurately through the effective selection, organization and analysis of content. **EXPECTATION** C.9-Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and 10.2. information clearly and accurately through the effective selection, organization and analysis of content.

INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-	Produce clear and coherent writing in which the development, organization and style are appropriate to task and

INDICATOR C.9- D 10.3.g. o

10.3.a.

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

purpose.

CATEGORY / GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to

STRAND

Composition—Grade 9-10

cite sources.

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated

question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STRAND Composition—Grade 9-10

CATEGORY <i>I</i> GOAL	Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND Composition—Grade 9-10

CATEGORY / GOAL	Range of Writing
ST ANDARD / GP.W. ORGANIZER	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add

variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND

Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY <i> </i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.9-10.2.	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Integration of Knowledge and Ideas
ST ANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
EXPECTATION	RI.9-10.7.	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
INDICATOR	C.9- 10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	C.9- 10.1.d.	Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.
INDICATOR	C.9- 10.1.e.	Establish and maintain a task appropriate writing style.
INDICATOR	C.9- 10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9-	Introduce a topic: organize complex ideas, concepts, and information to make important connections and

INDICATORC.9-Introduce a topic; organize complex ideas, concepts, and information to make important connections and
distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	C.9- 10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Research to Build and Present Knowledge

GOAL		
STANDARD / ORGANIZER		Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.9-10.6.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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10.4.d.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL	Key Ideas and Details
ST ANDARD / ORGANIZER	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

STRAND Reading Standards for Informational Text—Grade 9-10

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CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.
EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between

STRAND

Reading Standards for Informational Text—Grade 9-10

STANDARD / ORGANIZERGP.R.4Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	CATEGORY/ GOAL	Craft and Structure

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND		Reading Standards for Informational Text—Grade 9-10
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found diverse media and formats.

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EXPECTATION RI.9-10.7. Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account. STRAND Reading Standards for Informational Text—Grade 9-10 CATEGORY / Range of Reading and Level of Text Complexity GOAL STANDARD / **GP.R.10** Students will read, comprehend and analyze complex informational texts independently and ORGANIZER proficiently. **EXPECTATION** RI.9-By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, 10.10 inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. STRAND Composition—Grade 9-10 CATEGORY / Text Types and Purposes GOAL STANDARD / GP.W.1 Students will compose arguments to support claims in an analysis of substantive topics or texts, ORGANIZER using valid reasoning and relevant and sufficient evidence. **EXPECTATION** C.9-Compose arguments to support claims in an analysis of substantive topics or texts, using valid 10.1. reasoning and relevant and sufficient evidence. INDICATOR C.9-Produce clear and coherent writing in which the development, organization and style are appropriate to task, 10.1.a. purpose and audience. INDICATOR C.9-Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that 10.1.b. establishes clear relationships among claim(s), counterclaims, reasons and evidence. INDICATOR C.9-Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and 10.1.c. limitations of both in a manner that anticipates the audience's knowledge level and concerns. INDICATOR C.9-Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons 10.1.d. and evidence. INDICATOR C.9-Establish and maintain a task appropriate writing style. 10.1.e. INDICATOR C.9-Provide a concluding statement or section that follows from and supports the argument presented. 10.1.f. C.9-INDICATOR Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing 10.1.g. on addressing what is most significant for a specific purpose and audience. STRAND Composition—Grade 9-10 CATEGORY / **Text Types and Purposes** GOAL STANDARD / GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas clearly ORGANIZER and accurately through the effective selection, organization and analysis of content. **EXPECTATION** C.9-Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and 10.2. information clearly and accurately through the effective selection, organization and analysis of content.

INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
INDICATOR	C.9- 10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION C.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STRAND Composition—Grade 9-10

CATEGORY <i>I</i> GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND

Composition—Grade 9-10

CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND	Language—Grade 9-10
CATEGORY/ GOAL	Vocabulary Acquisition and Use

ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019	

STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.9- 10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Reading Standards for Literature—Grade 9-10

CATEGORY <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

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Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.9- 10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

STRAND Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL	Craft and Structure
ST ANDARD / ORGANIZER	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative 10.4. meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

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

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

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

STRAND Composition—Grade 9-10

CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Text Types and Purposes

ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9- 10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9- 10.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	C.9- 10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9- 10.3.f.	Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY / GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
STRAND		Composition—Grade 9-10

CATEGORY / Research to Build and Present Knowledge GOAL STANDARD / GP.W.6 Students will gather relevant information from multiple print and digital sources, assess the ORGANIZER credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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Composition—Grade 9-10 CATEGORY / **Range of Writing** GOAL STANDARD / GP.W.7 Students will compose routinely over extended and shorter time frames for a variety of tasks, ORGANIZER purposes and audiences.

EXPECTATION C.9-1

C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add

STRAND Language—Grade 9-10

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CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9-	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional,

STRAND

Language—Grade 9-10

variety and interest to writing or presentations.

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND

Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.9- 10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.9- 10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.

INDICATOR	C.9- 10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9- 10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9- 10.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	C.9- 10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

Composition—Grade 9-10

CATEGORY/ GOAL	Production and Distribution
ST ANDARD / ORGANIZER	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

- EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- STRAND Composition—Grade 9-10

CATEGORY / GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
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EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND

Composition—Grade 9-10

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:

INDICATOR L.9-Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, 10.1.b. absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND Language—Grade 9-10

STRAND

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Kentucky Academic Standards Language Arts

Grade 10 - Adopted: 2019

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.9- 10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION RL.9- Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, 10.2. including how it emerges and is shaped and refined by specific details.

 STRAND
 Reading Standards for Literature—Grade 9-10

 CATEGORY / GOAL
 Key Ideas and Details

 STANDARD / ORGANIZER
 GP.R.3

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

 EXPECTATION
 RL.9 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.9-	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

10.4. meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.9-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create

10.5. such effects as mystery, tension or surprise.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.9- 10.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and

analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATORC.9-
Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing
10.1.g.10.1.g.on addressing what is most significant for a specific purpose and audience.

STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9- 10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9- 10.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATOR	C.9-	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
	10.3.e.	events, setting and/or characters.

INDICATOR	C.9-	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing
	10.3.g.	on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

- EXPECTATION C.9-10.4. Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
- STRAND Composition—Grade 9-10

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
ΕΧΡΕCΤΑΤΙΟΝ	C 9-10 6	Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND Composition—Grade 9-10

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and

STRAND

Language—Grade 9-10

audiences.

CATEGORY <i>I</i> GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND	Language—Grade 9-10
CATEGORY / GOAL	Knowledge of Language

ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

STRAND Language—Grade 9-10

CATEGORY <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.9- 10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY <i> </i> GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.9- 10.2.	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
STRAND		Reading Standards for Literature—Grade 9-10
CATEGORY /		Key Ideas and Details

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

EXPECTATION RL.9- Analyze how complex characters develop over the course of a text, interact with other characters and advance the 10.3. plot or develop themes.

STRAND Reading Standards for Literature—Grade 9-10

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RL.9-	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

10.4. meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

STRAND

Reading Standards for Literature—Grade 9-10

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATIONRL.9-
Inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and
analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9- 10.1.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes

ST ANDARD / ORG ANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.a.	Produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.b.	Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
INDICATOR	C.9- 10.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
INDICATOR	C.9- 10.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	C.9- 10.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Composition—Grade 9-10

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.9-10.4.	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

STRAND Composition—Grade 9-10

CATEGORY/ GOAL	Research to Build and Present Knowledge
ST ANDARD / GF ORGANIZER	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND

Composition—Grade 9-10

CATEGORY <i>I</i> GOAL	Range of Writing
ST ANDARD / ORGANIZER	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and

STRAND

EXPECTATION

Language—Grade 9-10

audiences.

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.9-10.1.	In both written and oral expression:
INDICATOR	L.9- 10.1.b.	Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add

STRAND

Language—Grade 9-10

variety and interest to writing or presentations.

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
INDICATOR	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.9- 10.4.d.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Kentucky Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND

Reading Standards for Informational Text—Grade 9-10

CATEGORY/ GOAL	Craft and Structure
ST AND ARD / GP ORGANIZER	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND

Composition—Grade 9-10

CATEGORY <i> </i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9- 10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	C.9- 10.1.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR	C.9-	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing

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

STRAND Composition—Grade 9-10

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9- 10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	C.9- 10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR	C.9- 10.2.c.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	C.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	C.9- 10.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND Composition—Grade 9-10

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.9- 10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9- 10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.
INDICATOR	C.9- 10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STRAND

Composition—Grade 9-10

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.9-10.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

STRAND Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.