North Gem School District 149

Language Arts – English 9

District Course #

Course Description

Open 9 One year course

Prerequisite English 8

Students will read novels, short stories, plays and poetry to develop a sense of historical context and to acquire investigations of literary styles and devices, creative modeling, and written, auditory, oral, and visual analysis of "self" themes on relation to the reading selections. Workplace theme often involves resolution of conflict in life and work situation and are a major focus of the course.

Course Title

Adopted Materials

	English 9		
			T
Instructional Objective			Standard
	1. Read closely to determine what the text says explicitly and	_	Reference
	t; cite specific textual evidence when writing or speaking to su	pport conclusions drawn	9 LA.2.1.1
from it			Reading Process
	0.1 . Cite strong and thorough textual evidence to support ana	lysis of what the text say	
•	tly as well as inferences drawn from the text.	T	
NO.	Performance Objective	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Read grade level appropriate material, drawing logical,	Year-long	EOC, ISAT
	general conclusions/inferences and answering factual		
	questions about the text.		
2	Locate and identify information in a text that supports	Year-long	EOC, ISAT
	logical, general conclusions/inferences and answers		
3	Paraphrase, summarize, and/or correctly quote	Year-long	EOC, ISAT
	information as evidence of textual support.		
4	Cite strong and thorough textual evidence to support	Year-long	EOC, ISAT
	analysis of what the text explicitly says as well as		
	inferences drawn from the text.		
	Instructional Objective		Standard
	.2 Determine central ideas or themes of a text and analyze the	eir development;	Reference
	arize the key supporting details and ideas.		9.LA2.1.1
	0.2 Determine a theme or central idea of a text and analyze in		
	ne course of the text, including how it emerges and is shaped a	and refined by specific	
	; provide an objective summary of the text.		
NO.	Performance Objective	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Read material and identify a central theme or main idea.	Year-long	EOC, ISAT
2	Identify and analyze how specific details shape the	Year-long	EOC, ISAT
	progression of the central idea.		
3	Write an objective, well-organized summary of the text.	Year-long	EOC, ISAT

District Reference

	Instructional Objective		Standard	
R.CCR.	Reference			
	course of a text.			
RL.9-10	0.3 Analyze how complex characters (e.g. those with multiple o	r conflicting motivations)		
develop	o over the course of a text, interact with other characters, and	advance the plot or		
develop	o the theme.			
NO.	Performance Objectives	Resource Referenced	Assessment	
		in scope/Sequence	Correlation	
1	Define the term complex character.	Year-long	EOC, ISAT	
2	Provide an example of a complex character.	Year-long	EOC, ISAT	
3	Identify the complex character within the text.	Year-long	EOC, ISAT	
4	Analyze the character's motivation in connection with the	Year-long	EOC, ISAT	
	development of plot, theme, and interaction with other			
	characters.			
	Instructional Objectives		Standard	
	1 Interpret words and phrases as they are used in a text, includ		Reference	
technic	al, connotative, and figurative meanings, and how specific wor	d choices shape meaning	9.LA.2.3.6	
or tone				
	0.4 Determine the meaning of words and phrases as they are us	_		
	ve and connotative meanings; analyze the cumulative impact o			
	g and tone(e.g., how the language evokes a sense of time and	place; how it sets a		
	or informal tone).			
NO.	Performance Objectives	Resource Referenced	Assessment	
		in scope/Sequence	Correlation	
1	Identify key words or phrases.		EOC, ISAT	
2	Define and interpret the figurative and connotative		EOC, ISAT	
	meaning of the words and phrase			
3	Analyze how specific words shape meaning and tone.		EOC, ISAT	
	Instructional Objectives		Standard	
	5 Analyze the structure of texts, including how specific sentence		Reference	
	portions of the text (e.g., a section, chapter, scene, or stanza) re	elate to each other and	9.LA.1.2.2	
the wh				
	0.5. Analyze how an author's choices concerning how to structu			
	it (e.g., parallel plots), manipulate time (e.g., pacing flashbacks)	create such effects as		
myster	y, tension, or surprise.	<u> </u>		
	Performance Objectives	Resource Referenced	Assessment	
	December the glob elements	in scope/Sequence	Correlation	
1	Recognize the plot elements.		EOC, ISAT	
2	Review and model examples of sequencing and order.		EOC, ISAT	
3	Identify how the author structures plot elements.		EOC, ISAT	
4	Analyze how the plot structure creates certain effects in the		EOC, ISAT	
	text.		<u> </u>	
D 665 :	Instructional Objectives		Standard	
	6 Assess how point of view or purpose shapes the content and	-	Reference	
	0.6 Analyze a particular point of view or cultural experience refl		9.LA.2.3.4	
ııteratu	re from outside the United States, drawing on a wide reading o		A	
	Performance Objectives	Resource Referenced	Assessment	
4	Dead a week of the set	in scope/Sequence	Correlation	
1	Read a work of literature from United Sates.		EOC, ISAT	
2	Discuss or analyze reflections of various cultural		EOC, ISAT	

	perspectives.				
3	Compare and contrast points of view in the work and in the		EOC, ISAT		
	student's experience, observations, or prior reading.		,		
	Instructional Objectives		Standard		
R.CCR.	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including				
visually	y and quantitatively, as well as in words.		9-12.Spch.6.3.4		
RL.9-10	0.7. Analyze the representation of a subject or a key scene in tw	o different artistic			
mediu	ms, including what is emphasized or absent in each treatment (e	e.g., Auden's "Musee de			
Beaux	Arts" and Breughel's Landscape with the Falls of Icarus).				
	Performance Objectives	Resource Referenced	Assessment		
		in scope/Sequence	Correlation		
	Identify a significant scene or subject in an artistic medium currently studied.		EOC, ISAT		
2	Identify that same scene or subject in a different artistic		EOC, ISAT		
	medium (sculpture, music, dance, visual art, film, drama, and literature).				
3	Compare and contrast the treatment of the subject or scene		EOC, ISAT		
	in two different mediums.				
4	Analyze the representation of a subject or a key scene in				
	two different artistic mediums, including what is				
	emphasized or absent in each treatment.				
validity	y of the reasoning as well as the relevance and sufficiency of the	avidanca			
RL.9-10	0.8. (Not applicable to literature).	evidence.			
	0.8. (Not applicable to literature). Instructional Objectives		Standard		
R.CCR.	 0.8. (Not applicable to literature). Instructional Objectives 9. Analyze how two or more texts address similar themes or top 		Standard Reference		
R.CCR.	 0.8. (Not applicable to literature). Instructional Objectives 9. Analyze how two or more texts address similar themes or topedge or to compare the approaches in authors take. 	ics in order to build	Reference		
R.CCR. knowle RL.9-10 and po	 0.8. (Not applicable to literature). Instructional Objectives 9. Analyze how two or more texts address similar themes or top 	ics in order to build cluding stories, dramas,			
R.CCR. knowled RL.9-10 and po	Instructional Objectives 9. Analyze how two or more texts address similar themes or top edge or to compare the approaches in authors take. By the end of the grade 9, read and comprehend literature, incomes in the 9-10 text complexity band proficiently, with scaffolding of the range.	ics in order to build cluding stories, dramas, ng as needed at the	Reference None		
R.CCR. knowled RL.9-10 and poolingh er	Instructional Objectives 9. Analyze how two or more texts address similar themes or topedge or to compare the approaches in authors take. O By the end of the grade 9, read and comprehend literature, incomes in the 9-10 text complexity band proficiently, with scaffolding of the range. Performance Objectives	ics in order to build cluding stories, dramas,	Reference		
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R.CCR. knowle RL.9-10 and po high er	Instructional Objectives 9. Analyze how two or more texts address similar themes or top edge or to compare the approaches in authors take. 0 By the end of the grade 9, read and comprehend literature, incomes in the 9-10 text complexity band proficiently, with scaffolding of the range. Performance Objectives Identify a work in which the author draws on another author's work Identify similarities and differences between the original work and the transformed work. Analyze how an author draws on and transforms source material in a specific work. Instructional Objectives	ics in order to build cluding stories, dramas, ng as needed at the Resource Referenced in scope/Sequence	Reference None Assessment		
R.CCR. knowle RL.9-10 and po high er	Instructional Objectives 9. Analyze how two or more texts address similar themes or top edge or to compare the approaches in authors take. 0 By the end of the grade 9, read and comprehend literature, incomes in the 9-10 text complexity band proficiently, with scaffolding of the range. Performance Objectives Identify a work in which the author draws on another author's work Identify similarities and differences between the original work and the transformed work. Analyze how an author draws on and transforms source material in a specific work. Instructional Objectives 10 Read and comprehend complex literary and informational te	ics in order to build cluding stories, dramas, ng as needed at the Resource Referenced in scope/Sequence	Reference None Assessment Correlation		
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R.CCR. knowle RL.9-10 and po high er 1 2 3 R.CCR. proficie RL.9-10 and po	Instructional Objectives 9. Analyze how two or more texts address similar themes or top edge or to compare the approaches in authors take. O By the end of the grade 9, read and comprehend literature, incomes in the 9-10 text complexity band proficiently, with scaffolding of the range. Performance Objectives Identify a work in which the author draws on another author's work Identify similarities and differences between the original work and the transformed work. Analyze how an author draws on and transforms source material in a specific work. Instructional Objectives 10 Read and comprehend complex literary and informational teently. O.10 By the end of grade 9 read and comprehend literature, incliner, in the grades 9-10 text complexity band proficiently, with some	Resource Referenced in scope/Sequence atts independently and uding stories, dramas,	Reference None Assessment Correlation Standard Reference		
R.CCR. knowle RL.9-10 and po high er 1 2 3 R.CCR. proficie RL.9-10 and po	Instructional Objectives 9. Analyze how two or more texts address similar themes or top edge or to compare the approaches in authors take. 0 By the end of the grade 9, read and comprehend literature, incomes in the 9-10 text complexity band proficiently, with scaffolding of the range. Performance Objectives Identify a work in which the author draws on another author's work Identify similarities and differences between the original work and the transformed work. Analyze how an author draws on and transforms source material in a specific work. Instructional Objectives 10 Read and comprehend complex literary and informational teently. 0.10 By the end of grade 9 read and comprehend literature, includent, in the grades 9-10 text complexity band proficiently, with seath and of the range.	Resource Referenced in scope/Sequence atts independently and uding stories, dramas,	Reference None Assessment Correlation Standard Reference		
R.CCR. knowle RL.9-10 and po high er 1 2 3 R.CCR. proficie RL.9-10 and po	Instructional Objectives 9. Analyze how two or more texts address similar themes or top edge or to compare the approaches in authors take. O By the end of the grade 9, read and comprehend literature, incomes in the 9-10 text complexity band proficiently, with scaffolding of the range. Performance Objectives Identify a work in which the author draws on another author's work Identify similarities and differences between the original work and the transformed work. Analyze how an author draws on and transforms source material in a specific work. Instructional Objectives 10 Read and comprehend complex literary and informational teently. O.10 By the end of grade 9 read and comprehend literature, incliner, in the grades 9-10 text complexity band proficiently, with some	Resource Referenced in scope/Sequence axts independently and uding stories, dramas, caffolding as needed at	Reference None Assessment Correlation Standard Reference None		

			T
	independent and proficient level through formative reading assessments.		
2	Build reading skills through scaffolding and support as the		
-	reading complexity advances.		
3	By the end of grade 9, read and comprehend literature,		
	including stories, dramas, and poems, in the grades 9-10		
	text complexity band proficiently, with scaffolding as		
	needed at the high end of the range.		
	Instructional Objective		Standard
R.CCR.	1. Read closely to determine what the text says explicitly and to	o make logical inferences	Reference
	; cite specific textual evidence when writing or speaking to sup	_	9LA.4.4.1
from it		port conclusions arawn	9LA.2.1.1
	. 1.1. Cite strong and thorough textual evidence to support analy	sis of what the text say	JERIEIT
	ly as well as inferences drawn from the text.	ois of what the text say	
САРПСК	Performance Objectives	Resource Referenced	Assessment
	r enormance objectives	in scope/Sequence	Correlation
1	Locate and identify information in a text that supports a	iii scope/ sequence	Correlation
1	specific claim or idea		
	·		
2	Paraphrase, summarize, and/or quote information		
	correctly as evidence of textual support.		
3	Draw inferences from an author's work to predict and/or		
	support specific claims and/or thesis statements.		
4	Classify sample analyses as proficient/not proficient in		
	providing textual evidence and support.		
5	Analyze the text's explicit and inferred evidence utilizing		
	strong and thorough taken from text.		
6	Cite strong and thorough textual evidence to support		
	analysis of what the text says explicitly as well as		
	inferences drawn from the text.		
	Instructional Objective		Standard
	2 Determine central ideas themes of a text and analyze their de	evelopment; summarize	Reference
-	supporting details and ideas.		9.LA.2.2.1
	0.2 Determine a central idea of a text and analyze its development		
	t, including how it emerges and is shaped and refined by specif	fic details; provide an	
objecti	ve summary of the text.		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Summarize the text without demonstrating any bias or	1 / 1 - 1	
_	personal opinion.		
2	Trace (diagram) the development of a central idea of a text		
_	as it emerges and takes shape throughout the		
	composition.		
3	Examine the characteristics of the details provide to create		
3	the central idea.		
4	Select specific details as they are developed through the		
-т	text.		
5	Determine the central idea of a text and analyze its		
,	development over the course of the text, including how it		
	emerges and is shaped and refined by specific details;		
	provide and objective summary or the text.		
	provide and objective summary of the text.	1	

	Instructional Objective		Standard		
R.CCR.3	3 Analyze how and why individuals, events, and idea develop an	id interact over the	Reference		
	of a text.	id interdet over the	9LA.4.4.2		
	RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the				
	order in which the points are made, how they are introduced and developed, and the				
	tions that are drawn between them.	,			
	Performance Objectives	Resource Referenced	Assessment		
	·	in scope/Sequence	Correlation		
1	Highlight signal words and transitional words.				
2	Discuss the importance of signal words and transitional				
	words in the structure of the text.				
3	Discuss the composition of the work and its impact				
4	Diagram the author's analysis of series of ideas, specifically				
	addressing writing strategies such as parallel structure,				
	signal words, pacing, flashbacks, or foreshadowing.				
5	Analyze how the author unfolds an analysis or series of				
	ideas or events, including the order in which the points are				
	made, how they are introduced and developed, and the				
	connections that are drawn between them.				
	Instructional Objectives		Standard		
R.CCR.4	4 Interpret words and phrases as they are used in a text, including	ng determining	Reference		
technic	al, connotative, and figurative meanings, and how specific word	d choices shape meaning	9.LA.2.3.6		
or tone	l.				
RI.9-10	.4 Determine the meaning of words and phrases as they are use	ed in the text, including			
figurati	ve and connotative meanings; analyze the cumulative impact of	f specific word choice on			
	${\sf ng}$ and ${\sf tone}({\sf e.g.},{\sf how}$ the language evokes a sense of time and ${\sf pg}$	place; how it sets a			
formal	or informal tone).				
	Performance Objectives	Resource Referenced	Assessment		
		in scope/Sequence	Correlation		
1	Highlight figurative language, allusions, technical words and				
	jargon, etc. to identify specific words of importance,				
2	Analyze the cumulative impact of specific word choices on				
3	meaning and tone.				
3	Compare/contrast two different documents and analyze the				
1	differences in meaning and tone in word choice. Determine the meaning of words and phrases as they are				
4	used in a text, including figurative, connotative, and technical				
	meanings; analyze the cumulative impact of specific word				
ı	choices on meaning and tone.				
	Instructional Objectives		Standard		
R.CCR	5 Analyze the structure of texts, including how specific sentence	os naragranhs and	Reference		
	portions of the text (e.g., a section, chapter, scene, or stanza) re		9LA.1.2.1		
the who	· -	iate to cach other and	JEM.I.E.I		
	oie. . 5 Analyze in detail how an author's ideas or claims are develop	ed and refined by			
	lar sentences, paragraphs, or larger portions of a text (e.g., a se				
1	Performance Objectives	Resource Referenced	Assessment		
		in scope/Sequence	Correlation		
	I and the second				
1	Identify examples of succinct writing.				
2	Identify examples of succinct writing. Diagram the author's paragraphs, sections, and/or chapters.				
2	Diagram the author's paragraphs, sections, and/or chapters.				

	Analysis in data il have an authoritation and data and	<u> </u>	
4	Analyze in detail how an author's ideas or claims are		
	developed and refined by particular sentences, paragraphs,		
	or larger portions of a text (e.g., a section or chapter).		
	*Assess the impact of succinct writing versus redundant or		
	wordy sentence constructions.		Chandand
D CCD (Instructional Objectives		Standard
	6 Assess how point of view or purpose shapes the content and s		Reference
	.6 Determine an author's point of view or purpose in a text and	analyze now an author	9LA.2.3.4
uses m	etoric to advance that point of view or purpose.	D	A
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Determine the author's point of view in a text.		
2	Determine an author's purpose in a text.		
3	Locate the rhetorical devices the author uses in the text.		
4	Examine the author's use of rhetoric to advance his/her		
	point of view and purpose in text.		
5	Determine an author's point of view or purpose in a text		
	and analyze how an author uses rhetoric to advance that		
	point of view or purpose.		
	Instructional Objectives		Standard
	7 Integrate and evaluate content presented in diverse media and	d formats, including	Reference
-	and quantitatively, as well as in words.		9-12Spch.6.3.4
	.7 Analyze various accounts of a subject told in different mediur		
story in	n both print and multimedia), determining which details are emp	hasized in each	
accoun		T	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify various accounts that are presented in different		
	mediums.		
2	Differentiate between details in two different accounts of a		
	subject portrayed in different mediums.		
3	Evaluate the use of supporting details in the mediums		
4	Analyze various accounts of a subject told in different		
	mediums, determining which details are emphasized in each		
	account.		
	Instructional Objectives		Standard
	B Delineate and evaluate the argument and specific claims in a t	_	Reference
-	of the reasoning as well as the relevance and sufficiency of the		9LA.2.2.3
	. Delineate and evaluate the argument and specific claims in a to		
	soning is valid and the evidence is relevant and sufficient; identi	ify false statements and	
fallacio	us reasoning.	T	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify specific claims in an argument.		
2	Identify false statement and fallacious reasoning included in		
	the argument.		
3	Defend or refute the reasoning and the relevance of the		
1			1
	evidence.		
4	evidence. Delineate and evaluate the argument and specific claims in		
4			

	and fallacious reasoning.		
	Instructional Objective 9. Analyze how two or more texts address similar themes or top		Standard
	Reference 9-12Spch.6.2.6		
	knowledge or to compare the approaches the authors take.		
	RI.9-10. Analyze seminal U.S. documents of historical and literary significance (e.g.,		
	ngton's Farewell Address, the Gettysburg Address, Roosevelt's F		
_	"Letter from Birmingham Jail"), including how they address relat	ed themes and	
concep		T .	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Discuss the meaning of the word "seminal" as it applies to		
	foundational documents that are of historical and literary		
	significance in the United States.		
2	Identify important themes and concepts in seminal		
	documents, both as pieces of history and as pieces of		
	literature. Include a discussion of historical content.		
3	Analyze U.S. documents of historical significance including		
	how they address related themes and concepts in U.S.		
	history and literature.		
4	Analyze seminal U.S documents of historical and literary		
	significance, including how they address related themes and		
	concepts.		
	Instructional Objectives		Standard
R.CCR.	10. Read and comprehend complex literary and informational te	exts independently and	Reference
proficie	ently.		
RI.9-10	By the end of grade 9, read and comprehend literary nonfiction	n in the grades 9-10 text	None
comple	exity band proficiently, with scaffolding as needed at the high en	d of the range.	
	Performance Objectives	Resource Referenced	
			Assessment
		in scope/Sequence	Assessment Correlation
1	Demonstrate ability to read grade level text at an		
1	Demonstrate ability to read grade level text at an independent and proficient level through formative reading		
1	Demonstrate ability to read grade level text at an independent and proficient level through formative reading assessments.		
2	independent and proficient level through formative reading assessments.		
	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the		
2	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances.		
	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary		
2	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding		
2	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range.		Correlation
3	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives	in scope/Sequence	Correlation
2 3 W.CCR	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 3.1. Write arguments to support claims in an analysis of substanti	in scope/Sequence	Standard Reference
2 3 W.CCR valid re	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 3.1.Write arguments to support claims in an analysis of substantices and relevant and sufficient evidence.	in scope/Sequence	Standard Reference
2 3 W.CCR valid re W.9-10	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 8.1. Write arguments to support claims in an analysis of substantices and relevant and sufficient evidence. 0.1a. Write arguments to support claims in an analysis of substantices.	in scope/Sequence ve topics or texts, using ntive topics or texts,	Standard Reference 9-12Spch.6.2.10
2 3 W.CCR valid re W.9-10 using v	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 1.1. Write arguments to support claims in an analysis of substantice assoning and relevant and sufficient evidence. D.1a. Write arguments to support claims in an analysis of substantice and sufficient evidence. Introduce precise claims and relevant and sufficient evidence. Introduce precise claims associated as a support claims in an analysis of substantical and sufficient evidence. Introduce precise claims as a support claims in an analysis of substantical and sufficient evidence. Introduce precise claims as a support claims in an analysis of substantical and sufficient evidence.	ve topics or texts, using ntive topics or texts, (s), distinguish the	Standard Reference
2 3 W.CCR valid re W.9-10 using v claim(s	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 1.1. Write arguments to support claims in an analysis of substantices and relevant and sufficient evidence. 1.1. Write arguments to support claims in an analysis of substantices and relevant and sufficient evidence. 1.2. The reading skills through scaffolding and support claims in an analysis of substantices are supported in the reading substantices and sufficient evidence. Introduce precise claims (stanting) from alternate or opposing claims, and create an organization	ve topics or texts, using ntive topics or texts, (s), distinguish the	Standard Reference 9-12Spch.6.2.10
2 W.CCR valid re W.9-10 using v claim(s	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 1.1. Write arguments to support claims in an analysis of substantices and relevant and sufficient evidence. 1.1. Write arguments to support claims in an analysis of substantices and relevant and sufficient evidence. 1.2. Introduce precise claims and reasoning and sufficient evidence. Introduce precise claims are alternate or opposing claims, and create an organization in ships among claim(s), counterclaims, reasons, and evidence.	ve topics or texts, using ntive topics or texts, (s), distinguish the that establishes clear	Standard Reference 9-12Spch.6.2.10 9LA.4.3.1
2 3 W.CCR valid re W.9-10 using v claim(s	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 1.1. Write arguments to support claims in an analysis of substantices and relevant and sufficient evidence. 1.1. Write arguments to support claims in an analysis of substantices and relevant and sufficient evidence. 1.2. The reading skills through scaffolding and support claims in an analysis of substantices are supported in the reading substantices and sufficient evidence. Introduce precise claims (stanting) from alternate or opposing claims, and create an organization	ve topics or texts, using ntive topics or texts, (s), distinguish the that establishes clear	Standard Reference 9-12Spch.6.2.10 9LA.4.3.1
2 W.CCR valid re W.9-10 using v claim(s relation	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 1.1. Write arguments to support claims in an analysis of substantice asoning and relevant and sufficient evidence. D.1a. Write arguments to support claims in an analysis of substantice along and sufficient evidence. Introduce precise claims (s) from alternate or opposing claims, and create an organization inships among claim(s), counterclaims, reasons, and evidence. Performance Objectives	ve topics or texts, using ntive topics or texts, (s), distinguish the that establishes clear	Standard Reference 9-12Spch.6.2.10 9LA.4.3.1
2 W.CCR valid re W.9-10 using v claim(s	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 1.1. Write arguments to support claims in an analysis of substantices and relevant and sufficient evidence. 1.1. Write arguments to support claims in an analysis of substantices only and relevant and sufficient evidence. Introduce precise claims (as) from alternate or opposing claims, and create an organization inships among claim(s), counterclaims, reasons, and evidence. Performance Objectives Distinguish a precise claim from an alternate or opposing	ve topics or texts, using ntive topics or texts, (s), distinguish the that establishes clear	Standard Reference 9-12Spch.6.2.10 9LA.4.3.1
2 3 W.CCR valid re W.9-10 using v claim(s relation	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 1.1. Write arguments to support claims in an analysis of substantices oning and relevant and sufficient evidence. O.1a. Write arguments to support claims in an analysis of substantical did reasoning and sufficient evidence. Introduce precise claims (a) from alternate or opposing claims, and create an organization inships among claim(s), counterclaims, reasons, and evidence. Performance Objectives Distinguish a precise claim from an alternate or opposing claim.	ve topics or texts, using ntive topics or texts, (s), distinguish the that establishes clear	Standard Reference 9-12Spch.6.2.10 9LA.4.3.1
2 W.CCR valid re W.9-10 using v claim(s relation	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 3.1. Write arguments to support claims in an analysis of substantices as oning and relevant and sufficient evidence. O.1a. Write arguments to support claims in an analysis of substantices and reasoning and sufficient evidence. Introduce precise claims (a) from alternate or opposing claims, and create an organization inships among claim(s), counterclaims, reasons, and evidence. Performance Objectives Distinguish a precise claim from an alternate or opposing claim. Create an organizational structure that established clear	ve topics or texts, using ntive topics or texts, (s), distinguish the that establishes clear	Standard Reference 9-12Spch.6.2.10 9LA.4.3.1
2 W.CCR valid re W.9-10 using v claim(s relation	independent and proficient level through formative reading assessments. Build reading skills through scaffolding and support as the reading complexity advances. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range. Instructional Objectives 1.1. Write arguments to support claims in an analysis of substantices oning and relevant and sufficient evidence. O.1a. Write arguments to support claims in an analysis of substantical did reasoning and sufficient evidence. Introduce precise claims (a) from alternate or opposing claims, and create an organization inships among claim(s), counterclaims, reasons, and evidence. Performance Objectives Distinguish a precise claim from an alternate or opposing claim.	ve topics or texts, using ntive topics or texts, (s), distinguish the that establishes clear	Standard Reference 9-12Spch.6.2.10 9LA.4.3.1

3	Introduce precise claims(s) from alternate or opposing		1
3	claims, and create an organization that establishes clear		
	relationships among claim(s), counterclaims, reasons, and		
	evidence		
	Instructional Objective		Standard
W.CCR	.1 Write arguments to support claims in an analysis of substanti	ve topics or texts, using	Reference
valid re	asoning and relevant and sufficient evidence.		9-12Spch.6.2.10
W.9-10	.1b. Write arguments to support claims in an analysis of substan	ntive topics or texts,	
	alid reasoning and sufficient evidence. Develop claims(s) and co		9.LA.4.3.1
	ng evidence for each while pointing out strengths and limitatior	ns of both in a manner	
that an	ticipates the audience's knowledge level and concerns.	T	9LA.3.3.2
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Distinguish between a valid and invalid source.		
2	Define and audience's knowledge and concerns.		
3	Conduct research to support claims and counter claims.		
4	Supply evidence to support each claim and counter claim.		
5	Evaluate the strengths and limitations of each piece of		
	evidence.		
6	Create body paragraphs to present evidence and claims		
7	Develop claim(s) and counterclaims fairly, supplying		
	evidence for each while point out the strengths and		
	limitations of both in a manner that anticipates the		
	audience's knowledge level and concerns.		
	Instructional Objective		Standard
	1. Write arguments to support claims in an analysis of substant	ive topics or texts, using	Reference
	asoning and relevant and sufficient evidence.		9-12Spch.6.2.10
	c. Write arguments to support claims in an analysis of substanti	ive topics or texts, using	9LA.3.3.4
	asoning and relevant and sufficient evidence.		9LA.3.3.3
	ord, phrases, and clauses to link the major sections of the text,		9LA.3.3.2
-	the relationships between claim(s) and reasons, between reason	is and evidence, and	9LA.3.3.1
betwee	en claim(s) and counterclaims.	Resource Referenced	Assessment
	Performance Objectives	in scope/Sequence	Correlation
1	Identify transitions.	in scope/ sequence	Correlation
2	Define the relationships between claims(s) and reason,		
2	between reasons and evidence, and between claim(s) and		
	counterclaims.		
3	Add transactions to student writing that clearly links the		
3	major sections of the text, creates cohesion, and clarifies		
	the relationships between claim(s) and reasons, between		
	claim(s) and counterclaims.		
4	Use words, phrases, and clauses to link the major section of		
•	the text, create cohesion, and clarify the relationships		
	between claim(s) and reason between reasons and		
	evidence, and between claim(s) and counterclaims.		
	Instructional Objective	1	Standard
W.CCR	.1. Write arguments to support claims in an analysis of substant	ive topics or texts, using	Reference
	asoning and relevant and sufficient evidence.	. , ,	
vallu le	asoning and relevant and sufficient evidence.		
	ld. Write arguments to support claims in an analysis of substant	ive topics or texts, using	None

	ntions of the discipline in which they are writing. Performance Objectives	Resource Referenced	Assessment
	·	in scope/Sequence	Correlation
1	Define the discipline in which a student's writing piece fits		
2	Understand the formal style and objective tone appropriate		
	to the norms and convention of the discipline in which they		
	are writing.		
3	Establish and maintain a formal style and objective tone		
	while attending to the norms and conventions of the		
	discipline in which they are writing.		
4	Establish and maintain a formal style and objective tone		
	while attending to the norms and conventions of the		
	discipline in which they are writing.		
	Instructional Objective		Standard
W.CCR	8.1. Write arguments to support claims in an analysis of substanti	ve topics or texts, using	Reference
valid re	easoning and relevant and sufficient evidence.		9LA.3.1.3
	De. Write arguments to support claims in an analysis of substanti	ve topics or texts, using	
	easoning and relevant and sufficient evidence.		9LA.4.2.1
Provid	e a concluding statement or section that follows from and suppo	rts the argument	
presen			
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Define the purpose of a concluding statement.		
2	Understand and apply paraphrasing and summarizing skills.		
3	Understand that the concluding statement must correlate		
	with the introductory statement or section.		
4	Provide a concluding statement or section that follows from		
	and supports the argument presented.		
	Instructional Objectives		Standard
	R.2. Write informative/explanatory texts to examine and convey of	•	Reference
	ation clearly and accurately through the effective selection, orga	inization, and analysis	
of con			9.LA.3.1.2
	0.2a. Write informative/explanatory texts to examine and convey		
	ation clearly and accurately through the effective selection, orga	inization, and analysis	
of con			
	uce a topic; organize complex ideas, concepts, and information to		
	ctions and distinctions; include formatting (e.g. headings), graphi	cs (e.g., figures, tables),	
and m	ultimedia when useful to aiding comprehension.	Danas Dafanan and	
	Performance Objectives	Resource Referenced	Assessment
1	Hea graphic arganizare/pro weiting techniques to produce a	in scope/Sequence	Correlation
1	Use graphic organizers/pre-writing techniques to produce a		
٦	topic.		
2	Collect complex ideas, concepts and information that		
	connect with and support the topic.		
3	Utilize formatting (e.g. headings), graphics (e.g., figures,		
	tables), and multimedia to aid in the comprehension of		
	topic.		
4	Introduce a topic; organize complex ideas, concepts, and		
	information to make important connections and		
	distinctions; include formatting (e.g. headings), graphics		

	(e.g., figures, tables), and multimedia to aid in the comprehension of topic.		
	Instructional Objectives		Standard
W CCR	.2. Write informative/explanatory texts to examine and convey	compley ideas and	Reference
	Kererence		
of cont	ation clearly and accurately through the effective selection, organismt	ana analysis	9.LA.4.2.1
	0.2b. Write informative/explanatory texts to examine and conve	v complex ideas and	31271171212
	ation clearly and accurately through the effective selection, orga		
of cont			
	p the topic with well-chosen, relevant, and sufficient facts, exter	nded definitions,	
	te details, quotations, or other information and examples appro		
	edge of the topic.		
	Performance Objectives	Resource Referenced	Assessment
	·	in scope/Sequence	Correlation
1	Distinguish between relevant and irrelevant facts.		
2	Define and audience's knowledge and concerns.		
3	Conduct research to support the topic and thesis statement.		
4	Supply extended definitions, concrete details, quotations, or		
	other information and examples to support the topic and		
	thesis statement.		
5	Create body paragraphs to present the supporting		
	information and examples.		
6	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.		
	Instructional Objectives		Standard
	.2. Write informative/explanatory texts to examine and convey	· ·	Reference
	ation clearly and accurately through the effective selection, orga	anization, and analysis	
of cont			9.LA.3.3.3
	0.2c. Write informative/explanatory texts to examine and converge		
	ation clearly and accurately through the effective selection, orga	anization, and analysis	9.LA.3.1.3
of cont			
-	propriate and varied transactions to link the maker sections of t		
cohesio	on, and clarify the relationships among complex ideas and conce		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify several types of transitions.		
2	Define the relationships among complex ideas and		
2	concepts.		
3	Add varied transitions to student writing that clearly links		
	the major sections of the text, create cohesion, and clarifies		
1	the relationships among complex idea and concepts. Use appropriate and varied transitions to link the major		
4	1		
	sections of the text, create cohesion, and clarify the		
	relationships among complex ideas and concepts.		Standard
W CCP	Instructional Objectives 2. Write informative/explanatory texts to examine and convey	complex ideas and	Reference
	ation clearly and accurately through the effective selection, organised	· ·	veielelire
of cont		anizacion, anu analysis	9LA.3.1.4
	.ent. J. 2d. Write informative/explanatory texts to examine and conve	v complex ideas and	JLA.J.1.4

informa	ation clearly and accurately through the effective selection, orga	nization, and analysis	
of cont		meacion, and analysis	
Use pre	ecise language and domain–specific vocabulary to manage the co	emplexity of the topic.	
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Find literary devices (metaphor, simile, analogy) in the	• • •	
	writing.		
2	Find domain-specific vocabulary (jargon, clichés) in the		
	writing		
3	Find sensory vocabulary in the writing		
4	Classify the domain-specific vocabulary and literary devices as weak or strong.		
5	Replace weak vocabulary with precise language and		
	domain-specific vocabulary to manage the complexity of the topic.		
	Instructional Objectives		Standard
W.CCR.	2. Write informative/explanatory texts to examine and convey of	complex ideas and	Reference
	ation clearly and accurately through the effective selection, orga		
of cont	· · · · · · · · · · · · · · · · · · ·		9-12Spch.6.1.1
W.9-10	.2e. Write informative/explanatory texts to examine and convey	complex ideas and	-
informa	ation clearly and accurately through the effective selection, orga	nization, and analysis	
of cont	ent.		
Establis	sh and maintain a formal style and objective tone while attending	g to the norms and	
conven	tions of the discipline in which they are writing.		
	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Define the discipline in which a piece of student writing fits.		
2	Understand the formal style and objective tone appropriate		
	to the norms and conventions of the discipline in which they are writing.		
3	Know and apply standard conventions for punctuation,		
	capitalization, spelling, and grammar.		
4	Establish and maintain a formal style and objective tone		
	while attending to the norms and conventions of the		
	discipline in which they are writing.		
	Instructional Objectives		Standard
	.2. Write informative/explanatory texts to examine and convey of	· ·	Reference
	ation clearly and accurately through the effective selection, orga	nization, and analysis	9LA.4.2.1
of cont		1 .1	
	1.2f. Write informative/explanatory texts to examine and convey	The state of the s	
	ation clearly and accurately through the effective selection, orga	nization, and analysis	
of conte	ent. e a concluding statement or section that fallows from and suppor	rts the information	
	ted (e.g., articulating implications of the significance of the topic		
Picacill	Performance Objectives	Resource Referenced	Assessment
	1 critimanee objectives	in scope/Sequence	Correlation
1	Define the purpose of a concluding statement.	stope/ sequence	333.0.011
2	Understand that the concluding statement must correlate		
_			
	with the introductory statement or sections that follows		
	with the introductory statement or sections that follows from and supports the information or explanation presented		

	topic).		
	Instructional Objectives		Standard
W.CCR	Reference		
technic	9LA.4.1.1		
W.9-10			
technic			
Engage	e and orient the reader by setting out a problem, situation, or o	bservation, establishing	
on or n	nultiple point(s) of view, and introducing a narrator and/or cha	racters; create a smooth	
progre	ssion		
Of exp	eriences or events.		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Use graphic organizers/pre-writing techniques to produce a		
	problem or situation, or observation.		
2	Determine and choose the different points of view present		
	in the problem, situation, or observation.		
3	Introduce a narrator and/or characters that fir the chosen		
	problem, situation, or observation.		
4	Outline the order of events.		
5	Choose an appropriate organizational structure/strategy		
	(e.g. Chronological, Spatial, Order of Importance,		
	Sequential), to create a smooth progression of experiences		
	or events.		
	Instructional Objectives	1	Standard
W.CCR	.3. Write narratives to develop real or imagined experiences or	events using effective	Reference
	ques, well-chosen details, and well-structured event sequences	_	
	0.3b. Write narratives to develop real or imagined experiences		9-12Spch.6.2.7
	ques, well-chosen details, and well-structured event sequences	_	-
	rrative techniques, such as dialogue, pacing, description, reflec		9LA.4.1.1
lines, t	o develop experiences, events, and/or characters.		
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Discuss and identify multiple plot lines.		
2	Identify various narrative techniques (e.g. dialogue, pacing,		
	description, reflection).		
3	Choose vivid nouns and verbs to describe characters,		
	setting, etc.		
4	Incorporate narrative techniques in order to develop		
	experiences, events, and/or characters in student writing.		
	Instructional Objectives		Standard
W.CCR	.3. Write narratives to develop real or imagined experiences or	events using effective	Reference
	ques, well-chosen details, and well-structured event sequences	_	
	0.3c. Write narratives to develop real or imagined experiences of		9-12Spch.6.2.7
	ques, well-chosen details, and well-structured event sequences		
	variety of techniques to sequence events so that they build on c		9LA.4.1.1
	ent whole.		
	Performance Objectives	Resource Referenced	Assessment
	•	in scope/Sequence	Correlation
1	Identify events in a story on order to determine sequence.	.,,,,	
2	Identify the transitional words, phrases, and clauses which		
-	convey the determined sequence.		
	John Jane determined Jequenoer	l .	1

3			
_	Use graphic organizers (e.g. plot diagram, story board,) in		
	order to identify a logical event sequence so that events		
	build on one another to create a coherent whole.		
4	Produce a logical sequence of events in student writing		
	using a variety of techniques to create a coherent whole.		
	Instructional Objectives		Standard
technic	.3. Write narratives to develop real or imagined experiences or eques, well-chosen details, and well-structured event sequences.	_	Reference 9LA.4.1.1
	0.3d. Write narratives to develop real or imagined experiences or	r events using effective	
	ques, well-chosen details, and well-structured event sequences.		
-	ecise words and phrases, telling details, and sensory language to	convey a vivid picture	
of the	experiences, events, setting and/or characters.	T	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Label sensory details and descriptive words and phrases		
	from published works.		
2	Identify vague descriptions and imprecise words or		
	language.		
3	Add and/or replace sensory language details to convey a		
	vivid picture of the experiences, events, setting and/or		
	characters in student writing.		
	Instructional Objectives		Standard
W.CCR	.3. Write narratives to develop real or imagined experiences or e	Reference	
	ques, well-chosen details, and well-structured event sequences.		9-12Spch.6.2.7
W.9-10	0.3e. Write narratives to develop real or imagined experiences or	r events using effective	
W.9-10 technic	D.3e. Write narratives to develop real or imagined experiences or ques, well-chosen details, and well-structured event sequences.	_	9-12Spch.6.2.7 9LA.4.1.1
W.9-10 technic Provide	D.3e. Write narratives to develop real or imagined experiences or ques, well-chosen details, and well-structured event sequences. e a conclusion that follows from and reflects on what is experien	_	9LA.4.1.1
W.9-10 technic Provide	9.3e. Write narratives to develop real or imagined experiences or ques, well-chosen details, and well-structured event sequences. It is a conclusion that follows from and reflects on what is experiented over the course of the narrative.	ced, observed, or	9LA.4.1.1 9LA.4.2.1
W.9-10 technic Provide	D.3e. Write narratives to develop real or imagined experiences or ques, well-chosen details, and well-structured event sequences. e a conclusion that follows from and reflects on what is experien	ced, observed, or Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment
W.9-10 technic Provide resolve	Ques, Write narratives to develop real or imagined experiences or ques, well-chosen details, and well-structured event sequences. e a conclusion that follows from and reflects on what is experiented over the course of the narrative. Performance Objectives	ced, observed, or	9LA.4.1.1 9LA.4.2.1
w.9-10 technic Provide resolve	D.3e. Write narratives to develop real or imagined experiences or ques, well-chosen details, and well-structured event sequences. The accordance of the course of the narrative. Performance Objectives Define the purpose of ta concluding statement.	ced, observed, or Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment
W.9-10 technic Provide resolve	D.3e. Write narratives to develop real or imagined experiences of ques, well-chosen details, and well-structured event sequences. The accordance of the course of the narrative. Performance Objectives Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or	ced, observed, or Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment
w.9-10 technic Provide resolve	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed over the course of the narrative.	ced, observed, or Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment
w.9-10 technic Provide resolve	D.3e. Write narratives to develop real or imagined experiences or ques, well-chosen details, and well-structured event sequences. It is a conclusion that follows from and reflects on what is experient ed over the course of the narrative. Performance Objectives Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from	ced, observed, or Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment
w.9-10 technic Provide resolve	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved	ced, observed, or Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment
w.9-10 technic Provide resolve	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed over the course of the narrative. Provide a concluding statement. Provide a concluding statement or section that follows from and reflects on what is experienced over the course of the narrative. Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	ced, observed, or Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment Correlation
technic Provide resolve	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the course of the narrative. Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives	Resource Referenced in scope/Sequence	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard
technic Provide resolve	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the course of the narrative. Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development	Resource Referenced in scope/Sequence	9LA.4.1.1 9LA.4.2.1 Assessment Correlation
technic Provide resolve	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development of appropriate to task, purpose, and audience.	Resource Referenced in scope/Sequence	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference
1 2 3 W.CCR style at W.9-10	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development re appropriate to task, purpose, and audience. O4 Produce clear and coherent writing in which the development resolved c	Resource Referenced in scope/Sequence	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard
1 2 3 W.CCR style at W.9-10 style at	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development re appropriate to task, purpose, and audience. O.4 Produce clear and coherent writing in which the development re appropriate to task, purpose, and audience. (Grade-specific expectations)	Resource Referenced in scope/Sequence	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference 9-12Spch.6.2.4
1 2 3 W.CCR style at W.9-10 style at	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development re appropriate to task, purpose, and audience. O.4 Produce clear and coherent writing in which the development re appropriate to task, purpose, and audience. (Grade-specific expressioned in standards 1-3 above.	Resource Referenced in scope/Sequence t, organization, and t, organization, and expectations for writing	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference 9-12Spch.6.2.4 9LA.3.1.3
1 2 3 W.CCR style at W.9-10 style at	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development re appropriate to task, purpose, and audience. O.4 Produce clear and coherent writing in which the development re appropriate to task, purpose, and audience. (Grade-specific expectations)	Resource Referenced in scope/Sequence t, organization, and t, organization, and epectations for writing Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference 9-12Spch.6.2.4 9LA.3.1.3 Assessment
1 2 3 W.CCR style at types a	Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experient of over the course of the narrative. Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development of appropriate to task, purpose, and audience. O4 Produce clear and coherent writing in which the development of appropriate to task, purpose, and audience. (Grade-specific expectations) (Grade	Resource Referenced in scope/Sequence t, organization, and t, organization, and expectations for writing	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference 9-12Spch.6.2.4 9LA.3.1.3
1 2 3 W.CCR style at W.9-10 style at	Define the purpose of ta concluding statement. Identify the main lessons or experiences of and reflects on what is experience or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development of appropriate to task, purpose, and audience. 9.4 Produce clear and coherent writing in which the development of appropriate to task, purpose, and audience. Grade-specific experienced in standards 1-3 above. Performance Objectives Use pre-writing strategies to produce a first draft that	Resource Referenced in scope/Sequence t, organization, and t, organization, and epectations for writing Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference 9-12Spch.6.2.4 9LA.3.1.3 Assessment
1 2 3 W.CCR style at types a	Define the purpose of ta concluding statement. Identify the main lessons or experiences of and reflects on what is experience over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development re appropriate to task, purpose, and audience. O.4 Produce clear and coherent writing in which the development re appropriate to task, purpose, and audience. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate	Resource Referenced in scope/Sequence t, organization, and t, organization, and epectations for writing Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference 9-12Spch.6.2.4 9LA.3.1.3 Assessment
1 2 3 W.CCR style at types a	Define the purpose of ta concluding statement. Identify the main lessons or experiences of and reflects on what is experiences of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development or eappropriate to task, purpose, and audience. A Produce clear and coherent writing in which the development or eappropriate to task, purpose, and audience. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development	Resource Referenced in scope/Sequence t, organization, and t, organization, and epectations for writing Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference 9-12Spch.6.2.4 9LA.3.1.3 Assessment
1 2 3 W.CCR style au types au types au	Define the purpose of ta concluding statement. Identify the main lessons or experiences, or experiences on what is experiences or resolved over the course of the narrative. Define the purpose of ta concluding statement. Identify the main lessons or experiences that are observed or resolved over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development of appropriate to task, purpose, and audience. O.4 Produce clear and coherent writing in which the development of appropriate to task, purpose, and audience. For eappropriate to task, purpose, and audience. (Grade-specific expectations) above. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development Style	Resource Referenced in scope/Sequence t, organization, and t, organization, and epectations for writing Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference 9-12Spch.6.2.4 9LA.3.1.3 Assessment
1 2 3 W.CCR style au types au types au	Define the purpose of ta concluding statement. Identify the main lessons or experiences of and reflects on what is experiences of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced over the course of the narrative. Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Instructional Objectives 4 Produce clear and coherent writing in which the development or eappropriate to task, purpose, and audience. A Produce clear and coherent writing in which the development or eappropriate to task, purpose, and audience. Performance Objectives Use pre-writing strategies to produce a first draft that incorporates appropriate Organization/development	Resource Referenced in scope/Sequence t, organization, and t, organization, and epectations for writing Resource Referenced	9LA.4.1.1 9LA.4.2.1 Assessment Correlation Standard Reference 9-12Spch.6.2.4 9LA.3.1.3 Assessment

	Instructional Objectives		Standard
W.CCR.	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or		
trying a new approach.			Reference
	.5 Develop and strengthen writing as needed by planning, revisit	ng editing rewriting	9-12Spch.6.2.4
	g a new approach, focusing on addressing what is most significa		9LA.3.3.1
	e and audience.	nt for a specific	9LA.3.4.2
parpose	Performance Objectives	Resource Referenced	Assessment
	r criormance objectives	in scope/Sequence	Correlation
1	Proofread and edit student work for	m scope, sequence	Correlation
_	Voice		
	Word choice		
	Ideas		
	Organization Septence Flyance		
	Sentence Fluency Garagetian		
	Conventions		
2	Consider new approaches to strengthen writing.		
3	Ensure what is most significant for a specific purpose and		
-	audience is addressed.		Chandend
W 665	Instructional Objective	- ۱ - مرم مرسنه نسر ، مار	Standard
	6. Use technology, including the Internet, to produce and publis	sn writing and to	Reference
	and collaborate with others.		0.420
	.6 Use technology, including the Internet, to produce, publish, a writing products, taking advantage of technology's capacity to li	•	9-12Spch.6.2.3
and to d	display information flexibility and dynamically.	Danassusa Dafassasad	Accessor
	Performance Objectives	Resource Referenced	Assessment
1	Vious serious technological outlet that allow production	in scope/Sequence	Correlation
1	View various technological outlet that allow production,		
2	publication, and sharing or writing products. Implement various technological outlet that allow		
	production, publication, and sharing or writing products.		Chandond
W 66D	Instructional Objectives		Standard
	7. Conduct short as well as more sustained research projects ba		Reference
-	ns, demonstrating understanding of the subject under investigated.		9LA.4.2.2
	.7. Conduct short as well as more sustained research projects to		9LA.4.2.2
-	ng a self-generated question_) or solve a problem; narrow or br riate; synthesize multiple sources on the subject, demonstrating		
		diluerstanding of the	
subject	under investigation. Performance Objectives	Resource Referenced	Assessment
	renormance Objectives	in scope/Sequence	Correlation
1	Produce a self-generated question that required a	iii scope/ sequence	Correlation
	researched answer.		
2	Assess whether the question needs to be narrowed of		
2	broadened.		
3	Research the question.		
4	·		
4	Synthesize multiple sources to answer the self-generated		
	question to demonstrate an understanding of the subject		
	under investigation.		
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.		
	Instructional Objectives		Standard
	.8. Gather relevant information from multiple print and digital		Reference
	ibility and accuracy of each source, and integrate the information	on while avoiding	9LA.4.2.2
	plagiarism.		
	0.8. Gather relevant information from multiple authoritative pri		
_	dvance searches effectively; assess the usefulness of each sour	_	
	ch question; integrate information into the test selectively to m	naintain the flow of ideas,	
avoidir	ng plagiarism and following a standard format for citation.	T	_
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	View digital and print sources and evaluate them for		
	objectivity and credibility.		
2	Assess the usefulness of each source in answering the		
	research question.		
3	Integrate information into student writing selectively to		
	maintain the flow of ideas and avoid plagiarism.		
4	Produce in-text citations and a works cited page in a		
	standard format.		
	Instructional Objectives		Standard
W.CCR	a.9. Draw evidence from literary or informational texts to suppo	ort analysis, reflection,	Reference
and res	search.		
W.9-10	W.9-10.9a. Draw evidence from literary or informational texts to support analysis, reflection,		
and res	search.		
Apply 8	grades 9-10 Reading standards to literature (e.g. "Analyze how	an author draws on and	
transfo	orms source material in a specific work [e.g., how Shakespeare t	treats a theme or topic	
from O	ovid or the Bible or how a later author draws on a play by Shake	espeare]").	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Discuss an author's treatment and transformation of a		
	theme or topic taken from another literary work that is		
	studied during the 9 th grade course.		
2	Analyze an author's treatment and transformation of a		
	theme or topic taken from another literary work that is		
	studied during the 9 th grade course.		
	Instructional Objectives		Standard
W.CCR	a.9. Draw evidence from literary or informational texts to suppo	ort analysis, reflection,	Reference
and res	search.		
W.9-10	0.9b. Draw evidence from literary or informational texts to supp	port analysis, reflection,	9LA.2.2.3
and res	search.		
Apply 8	grades 9-10 Reading standards to nonfiction(e.g. "Delineate and	d evaluate the argument	
and sp	ecific claims in a text, assessing whether the reasoning is valid a	and the evidence is	
relevar	nt and sufficient; identify false statements and fallacious reasor	ning").	
	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
		000 p 0/ 0 0 q u. 0 0 0	
1	Evaluate the arguments and specific claims in a text.	сооро, осщиство	
2	Evaluate the arguments and specific claims in a text. Assess whether the reasoning is valid and the evidence is	осоро/ осодиско	
	Assess whether the reasoning is valid and the evidence is		

	Instructional Objectives		Standard
W.CCR.	W.CCR.10. Write routinely over extended time frames (time for research), reflection, and		
	revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,		
	es, and audience.	,	None
	.10. Write routinely over extended time frames (time for resear	rch), reflection, and	
	n) and shorter time frames (a single sitting or a day or two) for a	-	
	es, and audience.		
p an p a a	Performance Objectives	Resource Referenced	Assessment
	Terrormance objectives	in scope/Sequence	Correlation
1	Identify a writing task, purpose, and audience.	scop o, coquente	
2	Use skills developed in standards 1-9 to compose writing		
_	assignments of varied length and complexity for a range of		
	tasks.		
	tusks.		
	Instructional Objectives	l	Standard
SL.CCR	1 Prepare for and participate effectively in a range of conversal	ions and collaborations	Reference
	verse partners, building on others' ideas and expressing their ov		
persuas		5.54117 4114	None
•	0.1a. Initiate and participate effectively in a range of collaborati	ve discussions (one-on-	
	groups, and teacher-led) with diverse partners on grades 9-10 t	·	
	g on others' ideas and expressing their own clearly and persuasi		
-	-		
Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic			
	e to stimulate a thoughtful, well-reasoned exchange of ideas.	research on the topic	
NO.	Performance Objectives	Resource Referenced	Assessment
NO.	Performance Objectives	in scope/Sequence	Correlation
1	Question and interpret proviously assigned reading material	iii scope/ sequence	Correlation
1			
	Question and interpret previously assigned reading material		
2	and research material related to the assigned reading.		
2	and research material related to the assigned reading. Interpret previously assigned reading material and research		
	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading.		
3	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts.		
	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response		
3 4	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas.		
3 4 5	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion.		
3 4	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched		
3 4 5	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by		
3 4 5	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research		
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3 4 5	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas.		
3 4 5 6	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives		Standard
3 4 5 6	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives 1 Prepare for and participate effectively in a range of conversal		Standard Reference
3 4 5 6 SL.CCR. with div	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives 1 Prepare for and participate effectively in a range of conversativerse partners, building on others' ideas and expressing their overse		Reference
3 4 5 6 SL.CCR. with div	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives 1 Prepare for and participate effectively in a range of conversativerse partners, building on others' ideas and expressing their outsively.	vn clearly and	
3 4 5 6 SL.CCR. with dispersuas SL. 9-10	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives 1 Prepare for and participate effectively in a range of conversativerse partners, building on others' ideas and expressing their ovisively. 1.1 Initiate and participate effectively in a range of collaboration.	vn clearly and ve discussions (one-on-	Reference
3 4 5 6 SL.CCR. with div persuas SL. 9-10 one, in	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives 1 Prepare for and participate effectively in a range of conversativerse partners, building on others' ideas and expressing their oxisively. O.1b. Initiate and participate effectively in a range of collaborating groups, and teacher-led) with diverse partners on grades 9-10 to	vn clearly and ve discussions (one-on- opics, texts, and issues,	Reference
3 4 5 6 SL.CCR. with dispersuas SL. 9-10 one, in building	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives 1 Prepare for and participate effectively in a range of conversativerse partners, building on others' ideas and expressing their outsively. O.1b. Initiate and participate effectively in a range of collaborating groups, and teacher-led) with diverse partners on grades 9-10 to go on others' ideas and expressing their own clearly and persuasing	vn clearly and ve discussions (one-on- opics, texts, and issues, vely.	Reference
3 4 5 6 SL.CCR. with dispersuas SL. 9-10 one, in building Work w	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives 1 Prepare for and participate effectively in a range of conversativerse partners, building on others' ideas and expressing their ovisively. D.1b. Initiate and participate effectively in a range of collaborating groups, and teacher-led) with diverse partners on grades 9-10 to go on others' ideas and expressing their own clearly and persuasivith peers to set rules for collegial discussions and decision-makers.	vn clearly and ve discussions (one-on- opics, texts, and issues, vely. ing (e.g., informal	Reference
3 4 5 6 SL.CCR. with dispersuas SL. 9-10 one, in building Work we consense.	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives 1 Prepare for and participate effectively in a range of conversativerse partners, building on others' ideas and expressing their own sively. 1.1b. Initiate and participate effectively in a range of collaborating groups, and teacher-led) with diverse partners on grades 9-10 to go on others' ideas and expressing their own clearly and persuasivith peers to set rules for collegial discussions and decision-makes sus, taking votes on key issues, presentation of alternate views)	vn clearly and ve discussions (one-on- opics, texts, and issues, vely. ing (e.g., informal	Reference
3 4 5 6 SL.CCR. with dispersuas SL. 9-10 one, in building Work we consense.	and research material related to the assigned reading. Interpret previously assigned reading material and research material related to the assigned reading. Refer to evidence from other texts. Compose and create a thoughtful well-reasoned response of ideas. Present ideas in discussion. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from other tests and other research on the topic or issue to stimulate thoughtful, well-reasoned exchange of ideas. Instructional Objectives 1 Prepare for and participate effectively in a range of conversativerse partners, building on others' ideas and expressing their ovisively. D.1b. Initiate and participate effectively in a range of collaborating groups, and teacher-led) with diverse partners on grades 9-10 to go on others' ideas and expressing their own clearly and persuasivith peers to set rules for collegial discussions and decision-makers.	vn clearly and ve discussions (one-on- opics, texts, and issues, vely. ing (e.g., informal	Reference

		in scope/Sequence	Correlation
1	Establish group goals.		
2	Structure groups rules, roles, procedures and timelines.		
3	Work with peers to set rules for collegial discussions and		
	decision-making (e.g., informal consensus, taking votes on		
	key issues, presentation of alternate views), clear goals and		
	deadlines, and individual roles as needed.		
	Instructional Objectives		Standard
SL.CCR.	1 Prepare for and participate effectively in a range of conversa	tions and collaborations	Reference
	verse partners, building on others' ideas and expressing their o		nerer ente
persuas	· · · · · · · · · · · · · · · · · · ·	Wir cicarry and	None
-	0.1c. Initiate and participate effectively in a range of collaborat	ive discussions (one-on-	
	groups, and teacher-led) with diverse partners on grades 9-10		
	g on others' ideas and expressing their own clearly and persuas	=	
	conversations by posing and responding to questions that relat		
	der themes or larger ideas; actively incorporate others into the		
	or challenge ideas and conclusions.	c discussions, and clarity,	
NO.	Performance Objectives	Resource Referenced	Assessment
140.	r er formance objectives	in scope/Sequence	Correlation
1	Propel conversations through questioning, restating	scope, sequence	COTTCIACION
1	responding strategies.		
2	Actively incorporate other.		
3	Validate, defend or negotiate ideas and conclusions.		
4			
4	Identify alternative and classify advantages and		
_	disadvantages or those alternatives.		
5	Propel conversations by posing and responding to		
	questions that relate the current discussion to broader		
	themes or larger ideas; actively incorporate others into the		
	discussions; and clarify, verify, or challenge ideas and		
	conclusions.		
	Instructional Objectives		Standard
	1 Prepare for and participate effectively in a range of conversa		Reference
	verse partners, building on others' ideas and expressing their o	wn clearly and	
persuas	,		None
	D.1d. Initiate and participate effectively in a range of collaborat	·	
•	groups, and teacher-led) with diverse partners on grades 9-10		
-	g on others' ideas and expressing their own clearly and persuas	3	
-	d thoughtfully to diverse perspectives, summarize point of agr		
_	ement, and when warranted, qualify or justify their own views	_	
	ew connections in the light of the evidence and reasoning pres		
NO.	Performance Objectives	Resource Referenced	Assessment
4		in scope/Sequence	Correlation
1	Respond thoughtfully to others' perspectives.		
2	Summarize points of agreement and disagreement.		
3	Qualify or justify claims with supportive evidence.		
4	Devise new connections based on learning presented.		
5	Respond thoughtfully to diverse perspectives, summarize		
	points of agreement and disagreement, and, when		
	warranted, qualify or justify their own views and		
	understanding and make new connections in light of the		
	evidence and reasoning presented.		

	Instructional Objectives		Standard Reference
	.CCR.2 Integrate and evaluate information presented in diverse media and formats,		
	ncluding visually, quantitatively, and orally.		
	0-10.2 Integrate multiple sources of information presented in diverse media or formats (i.e.,		
•	, quantitatively, orally) evaluating the credibility and accuracy of		
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
l	Incorporate multiple sources presented in different media		
	and		
<u>-</u>	Assess the credibility and accuracy of each source.		
}	Integrate multiple sources of information presented in		
	diverse media or formats (i.e., visually, quantitatively,		
	orally) evaluating the credibility and accuracy of each		
	source.		
	Instructional Objectives		Standard
	.3. Evaluate a speaker's point of view, reasoning, and use of evid		Reference
	0.3. Evaluate a speaker's point of view, reasoning, and use of evice		9-12Spch.6.2.6
	ying any fallacious reasoning or exaggerated or distorted evidence	T T T T T T T T T T T T T T T T T T T	9-12Spch.6.1.2
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
-	Evaluate the speaker's point of view, reasoning, and use of		
	evidence and rhetoric.		
2	Critique any fallacious reasoning, identifying		
	 Exaggerated 		
	 Missing 		
	Distorted evidence		
3	Evaluated a speaker's point of view, reasoning, and use of		
	evidence and rhetoric, identifying any fallacious reasoning		
	or exaggerated or distorted evidence.		
	Instructional Objectives		Standard
	.4. Present information, findings, and supporting evidence such		Reference
	e of reasoning and the organization, development, and style are	appropriate to task,	_
•	e, and audience.		9-12Spch.6.2.2
	0.4. Present information, findings, and supporting evidence clear		9-12Spch.6.1.2
سوادعان	y such that listeners can following the line of reasoning and the	•	
_			
levelo	pment, substance, and style are appropriate to purpose, audience	T T T T T T T T T T T T T T T T T T T	
levelo	pment, substance, and style are appropriate to purpose, audience Performance Objectives	Resource Referenced	Assessment
levelor	Performance Objectives	T T T T T T T T T T T T T T T T T T T	Assessment Correlation
levelor	Performance Objectives Organize information clearly and logically.	Resource Referenced	
levelor	Performance Objectives Organize information clearly and logically. Present information clearly so others can follow the lines of	Resource Referenced	
levelor	Performance Objectives Organize information clearly and logically. Present information clearly so others can follow the lines of reasoning.	Resource Referenced	
levelor	Performance Objectives Organize information clearly and logically. Present information clearly so others can follow the lines of reasoning. Implement substance and style that are appropriate to	Resource Referenced	
levelor	Performance Objectives Organize information clearly and logically. Present information clearly so others can follow the lines of reasoning. Implement substance and style that are appropriate to audience and task.	Resource Referenced	
levelop IO.	Performance Objectives Organize information clearly and logically. Present information clearly so others can follow the lines of reasoning. Implement substance and style that are appropriate to audience and task. Present information, findings, and supporting evidence	Resource Referenced	
levelor	Performance Objectives Organize information clearly and logically. Present information clearly so others can follow the lines of reasoning. Implement substance and style that are appropriate to audience and task. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow	Resource Referenced	
levelor	Performance Objectives Organize information clearly and logically. Present information clearly so others can follow the lines of reasoning. Implement substance and style that are appropriate to audience and task. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,	Resource Referenced	
_	Performance Objectives Organize information clearly and logically. Present information clearly so others can follow the lines of reasoning. Implement substance and style that are appropriate to audience and task. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience,	Resource Referenced	
levelor	Performance Objectives Organize information clearly and logically. Present information clearly so others can follow the lines of reasoning. Implement substance and style that are appropriate to audience and task. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,	Resource Referenced	

SL.9-10 interac	nance understanding of presentations. 5. Make strategic use of digital media (e.g., Textual, graphical, stive) in presentations to enhance understanding of findings, real add interest.		9-12Spch.6.2.3 9-12Spch.6.2.1
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify which media and principles or graphic design will best enhance and represent a presentation.		
2	Apply strategic use of digital media to presentations.		
3	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
	Instructional Objectives		Standard
comma	6. Adapt speech to a variety of context and communicative task nd of formal English when indicated or appropriate. 6. Adapt speech to a variety of context and tasks, demonstrating	_	Reference
	when indicated or appropriate.	ig command of formal	9-12Spch.6.1.1
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify audience.		
2	Identify appropriate language (informal or formal).		
3	Adapt speech to a variety of tasks and contexts including formal English.		
4	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
	Instructional Objectives		Standard
	Demonstrate command of the conventions of standard English writing or speaking.	n grammar and usage	Reference
	1a. Demonstrate command of the conventions of standard Engl	ish grammar and usage	9.LA.5.4.1
	riting or speaking.	0	
Use par	rallel structure.		
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify correct parallel structure including phrases and sentence structure.		
2	Correct faulty parallel structure in student writing.		
3	Create sentences that demonstrate correct parallel structure including parallel phrases and sentence structure.		
4	Implement correct parallel structure in student writing.		
	Instructional Objectives		Standard
	L.CCR.1. Demonstrate command of the conventions of standard English grammar and usage		
	=		1
when v	riting or speaking.		
when v L.9-10. :	vriting or speaking. 1b. Demonstrate command of the conventions of standard Engl	ish grammar and usage	9LA.5.4.1
when v L.9-10. : when v	vriting or speaking. 1b. Demonstrate command of the conventions of standard Englyriting or speaking.	_	9LA.5.4.1
when v L.9-10. : when w Use var	vriting or speaking. 1b. Demonstrate command of the conventions of standard Englyriting or speaking. Tious types of phrase (noun, verb, adjectival, adverbial, participia	al, prepositional,	9LA.5.4.1
when w L.9-10.3 when w Use var absolut	vriting or speaking. 1b. Demonstrate command of the conventions of standard Englariting or speaking. It is included in the convention of standard in the conventions of standard in the convention of standard in the convention of speaking. It is included in the convention of the convention of standard in the convention of the conventions of standard in the convention of the convent	al, prepositional,	9LA.5.4.1
when w L.9-10.3 when w Use var absolut	vriting or speaking. 1b. Demonstrate command of the conventions of standard Englyriting or speaking. Tious types of phrase (noun, verb, adjectival, adverbial, participia	al, prepositional,	9LA.5.4.1

1	Classify various types of phrases.		
2	Construct sentences that use various types of phrases.		
3	Evaluate the use of particular phrases and within published		
•	texts.		
4	Justify the use of particular phrases in student writing.		
	Instructional Objective		Standard
L.CCR.2	Demonstrate command of the conventions of standard Englis	h capitalization,	Reference
	ation, and spelling when writing.	•	9.LA.5.4.2
-	2a. Demonstrate command of the conventions of standard Eng	lish capitalization,	
punctua	ation, and spelling when writing.	•	
Use a se	emicolon (and perhaps a conjunctive adverb) to link two or mo	re closely related	
indeper	ndent clauses.		
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Introduce semicolon rules.		
2	Identify run-on sentences or closely related independent		
	clauses that should use a semicolon.		
3	Locate correct and incorrect semi-colon usage.		
4	Construct sentences that demonstrate correct semicolon		
	usage.		
	Instructional Objective		Standard
	Demonstrate command of the conventions of standard Englis	h capitalization,	Reference
•	ation, and spelling when writing.		9.LA.5.4.2
	2b. Demonstrate command of the conventions of standard Eng	lish capitalization,	
	ation, and spelling when writing.		
	olon to introduce a list or quotation.	T	
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Introduce colon rules		
2	Identify lists and quotations that can start with colons.		
3	Locate correct and incorrect colon usage.		
4	Construct sentences that demonstrate correct colon usage.		
	Instructional Objective		Standard
	Demonstrate command of the conventions of standard Englis	h capitalization,	Reference
-	ation, and spelling when writing.	Dala and the Denation	9. LA.5.4.2
	2c. Demonstrate command of the conventions of standard Eng	iish capitalization,	
-	ation, and spelling when writing.		
Spell Co	Performance Objectives	Resource Referenced	Assessment
NO.	Performance Objectives	in scope/Sequence	Assessment Correlation
1	Incorporate spelling rules in the writing process.	iii scope/ sequence	Correlation
2	Construct a document that demonstrates a grasp of		+
_	correct spelling conventions.		
3	Proofread student writing for correct spelling conventions.		
	Instructional Objective	<u> </u>	Standard
I CCB 3	Apply knowledge of language to understand functions in diffe	rent contexts to make	Reference
	e choices for meaning or style, and to comprehend more fully		9.LA.4.2.2.
listening		when reading of	J.E. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
	5. Ba. Apply knowledge of language to understand functions in di	fferent contexts, to make	
	e choices for meaning or style, and to comprehend more fully		
	State of the state		ı

	and edit work so that in conforms to the guidelines in a style manual for Manual for Metars) appropriate for the disciplination	· -	
	ook, Turabian's Manual for Writers) appropriate for the discipli		
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Introduce student to different types of citation styles and		
	the disciplines with which those styles correlate.		
2	Explain why authors choose one style over another.		
3	Apply an appropriate style to student writing.		
4	(To be used in conjunction with WCCR.4)		
	Instructional Objectives	-1	Standard
L.CCR.4	4. Determine or clarify the meaning of unknown and multiple m	neaning words and	Reference
phrase	s by using context clues, analyzing meaningful word parts, and	consulting general and	9.LA.1.8.2
special	ized reference material, as appropriate.		
-	4a. Determine or clarify the meaning of unknown and multiple	meaning words and	
	s based on grades 9-10 reading and context, choosing flexibility	_	
strateg		-	
	ntext (e.g., the overall meaning of a sentence, paragraph, or te	xt; a word's position or	
	on in a sentence) as a clue to the meaning of a word or phrase.	•	
NO.	Performance Objectives	Resource Referenced	Assessment
	·	in scope/Sequence	Correlation
1	Generalize the meaning of unknown words based on		
	context clues.		
2	Assess student generated definition with reference		
	material.		
	Instructional Objectives		Standard
L.CCR.4	4. Determine or clarify the meaning of unknown and multiple m	neaning words and	Reference
	s by using context clues, analyzing meaningful word parts, and	_	
	ized reference material, as appropriate.		9.LA.1.8.1
-	4b. Determine or clarify the meaning of unknown and multiple	meaning words and	
	s based on grades 9-10 reading and context, choosing flexibility	_	
strateg		J	
_	y and correctly use patterns of word changes that indicate diffe	erent meanings or parts	
	ech (e.g., analyze, analysis, analytical; advocate, advocacy).		
NO.	Performance Objectives	Resource Referenced	Assessment
	•	in scope/Sequence	Correlation
1	Recall Greek and Latin word roots, prefixes, affixes, and		
	suffixes.		
2	Give Examples of patterns and shifts in word families.		
3	Correctly use patterns of word changes that indicate		
	different meanings or parts of speech in student writing.		
	Instructional Objectives		Standard
L.CCR.4	4. Determine or clarify the meaning of unknown and multiple m	neaning words and	Reference
	s by using context clues, analyzing meaningful word parts, and	_	
phrase	ized reference material, as appropriate.		None
-	IECA I CICI CIICC IIIALCIIAI, AS ANNI UNI IALE,		1
special		meaning words and	
special L.9-10.	4c. Determine or clarify the meaning of unknown and multiple	_	
special L.9-10. phrase	4c. Determine or clarify the meaning of unknown and multiple s based on grades 9-10 reading and context, choosing flexibility	_	
special L.9-10 . phrase strateg	4c. Determine or clarify the meaning of unknown and multiple s based on grades 9-10 reading and context, choosing flexibility jies.	from a range of	
special L.9-10. phrase strateg Consul	4c. Determine or clarify the meaning of unknown and multiple s based on grades 9-10 reading and context, choosing flexibility	y from a range of glossaries, thesauruses),	

NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Consult reference material to find the pronunciation,	iii scope/ sequence	Correlation
-	meaning, part of speech or etymology of a word.		
	Instructional Objectives		Standard
L.CCR.4	Reference		
	Reference		
-	by using context clues, analyzing meaningful word parts, and cased reference material, as appropriate.	consulting general and	9.LA.1.8.2
-	ld. Determine or clarify the meaning of unknown and multiple	meaning words and	J.LA.1.0.2
	based on grades 9-10 reading and context, choosing flexibility	=	
strategi		nom a range of	
_	he preliminary determination of the meaning of a word or phra	ise (e.g. hy checking the	
	I meaning in context or in a dictionary).	ise (e.g., by effecting the	
NO.	Performance Objectives	Resource Referenced	Assessment
	r crioimance objectives	in scope/Sequence	Correlation
1	Generalize the meaning of unknown words and phrases.	iii scope/ sequence	Correlation
2	Assess student generated definition with reference		
_	material.		
	Instructional Objective		Standard
CCPE	Demonstrate understanding or word relationships and nuance	es in word meanings	Reference
	i. Demonstrate understanding or word relationships and nuaniii. Demonstrate understanding or word relationships and nuan	_	Reference
	et figures of speech (e.g., Euphemism, oxymoron) in context and	_	9-12.Spch.6.2.6
the text		a analyzes then role in	9LA.2.3.6
tile text	•		JEA:2:3:0
NO.	Performance Objectives	Resource Referenced	Assessment
		in scope/Sequence	Correlation
1	Identify figures of speech specifically euphemisms and		
	oxymorons.		
2	Explain what a specific figure of speech adds to a published		
	text and/or why the author chose to use that specific figure		
	of speech.		
3	Demonstrate understanding of figurative language by using		
	various figures of speech in student writing.		
4	Point out why a certain author would use a euphemism or		
	oxymoron to support or convey the theme of his/her		
	published work.		
	Instructional Objective	•	Standard
L.CCR.5	. Demonstrate understanding or word relationships and nuance	es in word meanings.	Reference
	ib. Demonstrate understanding or word relationships and nuan		
	nuances in the meaning of words with similar denotations.	-	9LA.2.3.6
NO.	Performance Objectives	Resource Referenced	Assessment
	•	in scope/Sequence	Correlation
1	Identify the denotative meaning of common words.		
2	Interpret the implied mood/tone of a word based on its		
	denotative meaning.		
	Differentiate denotations of commons words used in		
3		1	
3	published works.		
3	published works. Instructional Objectives		Standard
	published works. Instructional Objectives Acquire and use accurately a range of general academic and d	lomain-specific words	Standard Reference

readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.9-10.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening as the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			None
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Identify/define unknown domain specific and general academic vocabulary words and phrases as connected to subject, audience, and grade level.		
2	Model/practice domain appropriate word use.		
3	Incorporate new vocabulary into student writing.		