

## 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.

### Adopted Materials

Course Title English 9			District Reference
<b>Instructional Objective</b>			<b>Standard Reference</b>
<b>R.CCR.1.</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from it. <b>RL.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text.			9 LA.2.1.1 Reading Process
NO.	Performance Objective	Resource Referenced in scope/Sequence	Assessment Correlation
1	Read grade level appropriate material, drawing logical, general conclusions/inferences and answering factual questions about the text.	Year-long	EOC, ISAT
2	Locate and identify information in a text that supports logical, general conclusions/inferences and answers	Year-long	EOC, ISAT
3	Paraphrase, summarize, and/or correctly quote information as evidence of textual support.	Year-long	EOC, ISAT
4	Cite strong and thorough textual evidence to support analysis of what the text explicitly says as well as inferences drawn from the text.	Year-long	EOC, ISAT
<b>Instructional Objective</b>			<b>Standard Reference</b>
<b>R.CCR.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			9.LA2.1.1
NO.	Performance Objective	Resource Referenced in scope/Sequence	Assessment 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 progression of the central idea.	Year-long	EOC, ISAT
3	Write an objective, well-organized summary of the text.	Year-long	EOC, ISAT

<b>Instructional Objective</b> <b>R.CCR.3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <b>RL.9-10.3</b> Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			<b>Standard Reference</b> <b>9.LA.2.3.2</b>
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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 development of plot, theme, and interaction with other characters.	Year-long	EOC, ISAT
<b>Instructional Objectives</b> <b>R.CCR.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and how specific word choices shape meaning or tone. <b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choice on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			<b>Standard Reference</b> <b>9.LA.2.3.6</b>
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Identify key words or phrases.		EOC, ISAT
2	Define and interpret the figurative and connotative meaning of the words and phrase		EOC, ISAT
3	Analyze how specific words shape meaning and tone.		EOC, ISAT
<b>Instructional Objectives</b> <b>R.CCR.5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <b>RL.9-10.5.</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), manipulate time (e.g., pacing flashbacks) create such effects as mystery, tension, or surprise.			<b>Standard Reference</b> <b>9.LA.1.2.2</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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 text.		EOC, ISAT
<b>Instructional Objectives</b> <b>R.CCR.6</b> Assess how point of view or purpose shapes the content and style of a text. <b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.			<b>Standard Reference</b> <b>9.LA.2.3.4</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Read a work of literature from United States.		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 student's experience, observations, or prior reading.		EOC, ISAT
<p align="center"><b>Instructional Objectives</b></p> <p><b>R.CCR.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  <b>RL.9-10.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee de Beaux Arts" and Breughel's Landscape with the Falls of Icarus).</p>			<p><b>Standard Reference</b>  <b>9-12.Spch.6.3.4</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
	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 medium (sculpture, music, dance, visual art, film, drama, and literature).		EOC, ISAT
3	Compare and contrast the treatment of the subject or scene in two different mediums.		EOC, ISAT
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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>R.CCR.8.</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  <b>RL.9-10.8.</b> (Not applicable to literature).</p>			
<p align="center"><b>Instructional Objectives</b></p> <p><b>R.CCR.9.</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches in authors take.  <b>RL.9-10</b> By the end of the grade 9, read and comprehend literature, including stories, dramas, and poems in the 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p><b>Standard Reference</b>  <b>None</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Identify a work in which the author draws on another author's work		
2	Identify similarities and differences between the original work and the transformed work.		
3	Analyze how an author draws on and transforms source material in a specific work.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>R.CCR.10</b> Read and comprehend complex literary and informational texts independently and proficiently.  <b>RL.9-10.10</b> By the end of grade 9 read and comprehend literature, including stories, dramas, and poem, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p><b>Standard Reference</b>  <b>None</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Demonstrate ability to read grade level text at an		

	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.		
<b>Instructional Objective</b>			<b>Standard Reference</b> <b>9LA.4.4.1</b> <b>9LA.2.1.1</b>
<p><b>R.CCR.1.</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from it.</p> <p><b>RI.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text.</p>			
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Locate and identify information in a text that supports a 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.		
<b>Instructional Objective</b>			<b>Standard Reference</b> <b>9.LA.2.2.1</b>
<p><b>R.CCR.2</b> Determine central ideas themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>			
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Summarize the text without demonstrating any bias or 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 the central idea.		
4	Select specific details as they are developed through the 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.		

<b>Instructional Objective</b>			<b>Standard Reference</b>
<b>R.CCR.3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <b>RI.9-10.3</b> 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.			<b>9LA.4.4.2</b> <b>9LA.1.2.2</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>R.CCR.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and how specific word choices shape meaning or tone. <b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choice on meaning and tone(e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).			<b>9.LA.2.3.6</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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 meaning and tone.		
3	Compare/contrast two different documents and analyze the differences in meaning and tone in word choice.		
4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>R.CCR.5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <b>RI.9-10.5</b> 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 of chapter).			<b>9LA.1.2.1</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Identify examples of succinct writing.		
2	Diagram the author's paragraphs, sections, and/or chapters.		
3	Analyze the composition of the writing as the author develops his/her ideas		

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.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>R.CCR.6</b> Assess how point of view or purpose shapes the content and style of a text. <b>RI.9-10.6</b> 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.			<b>9LA.2.3.4</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>R.CCR.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			<b>9-12Spch.6.3.4</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>R.CCR.8</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. <b>RI.9-10.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			<b>9LA.2.2.3</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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 evidence.		
4	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements		

	and fallacious reasoning.		
<p align="center"><b>Instructional Objective</b></p> <p><b>R.CCR.9.</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>RI.9-10.</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>			<p><b>Standard Reference</b> <b>9-12Spch.6.2.6</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>R.CCR.10.</b> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>RI.9-10</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			<p><b>Standard Reference</b> <b>None</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Demonstrate ability to read grade level text at an 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 literary nonfiction in grades 9-10 text complexity, with scaffolding as needed at the high end of the range.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10.1a.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. Introduce precise claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>			<p><b>Standard Reference</b> <b>9-12Spch.6.2.10</b>  <b>9LA.4.3.1</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Distinguish a precise claim from an alternate or opposing claim.		
2	Create an organizational structure that established clear relationships among claims, counterclaims, reasons, and evidence.		

3	Introduce precise claims(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence		
<p align="center"><b>Instructional Objective</b></p> <p><b>W.CCR.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10.1b.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence. Develop claims(s) and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>			<p><b>Standard Reference</b>  <b>9-12Spch.6.2.10</b>   <b>9.LA.4.3.1</b>   <b>9LA.3.3.2</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<p align="center"><b>Instructional Objective</b></p> <p><b>W.CCR.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10c.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Used word, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>			<p><b>Standard Reference</b>  <b>9-12Spch.6.2.10</b>  <b>9LA.3.3.4</b>  <b>9LA.3.3.3</b>  <b>9LA.3.3.2</b>  <b>9LA.3.3.1</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Identify transitions.		
2	Define the relationships between claims(s) and reason, between reasons and evidence, and between claim(s) and counterclaims.		
3	Add transactions to student writing that clearly links the 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.		
<p align="center"><b>Instructional Objective</b></p> <p><b>W.CCR.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10d.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>			<p><b>Standard Reference</b>    <b>None</b></p>



Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<b>Instructional Objective</b>			<b>Standard Reference</b>
<p><b>W.CCR.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10e.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>			<p><b>9LA.3.1.3</b></p> <p><b>9LA.4.2.1</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<p><b>W.CCR.2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.9-10.2a.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>			<p><b>9.LA.3.1.2</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Use graphic organizers/pre-writing techniques to produce a 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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.9-10.2b.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>			<p align="center"><b>Standard Reference</b></p> <p><b>9.LA.4.2.1</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.9-10.2c.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use appropriate and varied transactions to link the maker sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>			<p align="center"><b>Standard Reference</b></p> <p><b>9.LA.3.3.3</b></p> <p><b>9.LA.3.1.3</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Identify several types of transitions.		
2	Define the relationships among complex ideas and concepts.		
3	Add varied transitions to student writing that clearly links the major sections of the text, create cohesion, and clarifies the relationships among complex idea and concepts.		
4	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.9-10.2d.</b> Write informative/explanatory texts to examine and convey complex ideas and</p>			<p align="center"><b>Standard Reference</b></p> <p><b>9LA.3.1.4</b></p>

information clearly and accurately through the effective selection, organization, and analysis of content. Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<b>Instructional Objectives</b> <b>W.CCR.2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <b>W.9-10.2e.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			<b>Standard Reference</b> <b>9-12Spch.6.1.1</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<b>Instructional Objectives</b> <b>W.CCR.2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <b>W.9-10.2f.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Provide a concluding statement or section that follows from and supports the information presented (e.g., articulating implications of the significance of the topic).			<b>Standard Reference</b> <b>9LA.4.2.1</b>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Define the purpose of a concluding statement.		
2	Understand that the concluding statement must correlate with the introductory statement or sections that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the		

	topic).		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.3.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>W.9-10.3a.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing on or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression Of experiences or events.</p>			<p><b>Standard Reference</b> <b>9LA.4.1.1</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.3.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>W.9-10.3b.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>			<p><b>Standard Reference</b> <b>9-12Spch.6.2.7</b> <b>9LA.4.1.1</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.3.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>W.9-10.3c.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>			<p><b>Standard Reference</b> <b>9-12Spch.6.2.7</b> <b>9LA.4.1.1</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Identify events in a story on order to determine sequence.		
2	Identify the transitional words, phrases, and clauses which convey the determined sequence.		

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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.3.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>W.9-10.3d.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p>			<p><b>Standard Reference</b> <b>9LA.4.1.1</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.3.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>W.9-10.3e.</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>			<p><b>Standard Reference</b> <b>9-12Spch.6.2.7</b></p> <p><b>9LA.4.1.1</b></p> <p><b>9LA.4.2.1</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Define the purpose of a concluding statement.		
2	Identify the main lessons or experiences that are observed or resolved over the course of the narrative.		
3	Provide a concluding statement or section that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>			<p><b>Standard Reference</b> <b>9-12Spch.6.2.4</b></p> <p><b>9LA.3.1.3</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Use pre-writing strategies to produce a first draft that incorporates appropriate <ul style="list-style-type: none"> <li>• Organization/development</li> <li>• Style</li> <li>• Purpose</li> <li>• Audience awareness</li> </ul>		

<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>			<p><b>Standard Reference</b></p> <p><b>9-12Spch.6.2.4</b>  <b>9LA.3.3.1</b>  <b>9LA.3.4.2</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Proofread and edit student work for <ul style="list-style-type: none"> <li>• Voice</li> <li>• Word choice</li> <li>• Ideas</li> <li>• Organization</li> <li>• Sentence Fluency</li> <li>• Conventions</li> </ul>		
2	Consider new approaches to strengthen writing.		
3	Ensure what is most significant for a specific purpose and audience is addressed.		
<p align="center"><b>Instructional Objective</b></p> <p><b>W.CCR.6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>W.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibility and dynamically.</p>			<p><b>Standard Reference</b></p> <p><b>9-12Spch.6.2.3</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	View various technological outlet that allow production, publication, and sharing or writing products.		
2	Implement various technological outlet that allow production, publication, and sharing or writing products.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.7.</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W.9-10.7.</b> 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.</p>			<p><b>Standard Reference</b></p> <p><b>9LA.4.2.2</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Produce a self-generated question that required a researched answer.		
2	Assess whether the question needs to be narrowed of broadened.		
3	Research the question.		
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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.8.</b> Gather relevant information from multiple print and digital sources, asses the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W.9-10.8.</b>Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>			<p align="center"><b>Standard Reference</b></p> <p align="center"><b>9LA.4.2.2</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.9-10.9a.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g. “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>			<p align="center"><b>Standard Reference</b></p> <p align="center"><b>None</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Discuss an author’s treatment and transformation of a theme or topic taken from another literary work that is studied during the 9 <sup>th</sup> 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 <sup>th</sup> grade course.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>W.CCR.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.9-10.9b.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to nonfiction(e.g. “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>			<p align="center"><b>Standard Reference</b></p> <p align="center"><b>9LA.2.2.3</b></p>
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Evaluate the arguments and specific claims in a text.		
2	Assess whether the reasoning is valid and the evidence is relevant and sufficient.		
3	Identify false statements and fallacious reasoning.		

<b>Instructional Objectives</b>			<b>Standard Reference</b>
<p><b>W.CCR.10.</b> Write routinely over extended time frames (time for research), reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.</p> <p><b>W.9-10.10.</b> Write routinely over extended time frames (time for research), reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.</p>			None
	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Identify a writing task, purpose, and audience.		
2	Use skills developed in standards 1-9 to compose writing assignments of varied length and complexity for a range of tasks.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<p><b>SL.CCR.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL. 9-10.1a.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>			None
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Question and interpret previously assigned reading material and research material related to the assigned reading.		
2	Interpret previously assigned reading material and research material related to the assigned reading.		
3	Refer to evidence from other texts.		
4	Compose and create a thoughtful well-reasoned response of ideas.		
5	Present ideas in discussion.		
6	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.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<p><b>SL.CCR.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL. 9-10.1b.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p>			None
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced</b>	<b>Assessment</b>



		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.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>  <b>None</b>
<p><b>SL.CCR.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL. 9-10.1c.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Propel conversations through questioning, restating responding strategies.		
2	Actively incorporate other.		
3	Validate, defend or negotiate ideas and conclusions.		
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.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>  <b>None</b>
<p><b>SL.CCR.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL. 9-10.1d.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Respond thoughtfully to diverse perspectives, summarize point of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in the light of the evidence and reasoning presented.</p>			
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		

<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>SL.CCR.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (i.e., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			None
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Incorporate multiple sources presented in different media and		
2	Assess the credibility and accuracy of each source.		
3	Integrate multiple sources of information presented in diverse media or formats (i.e., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>SL.CCR.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. <b>SL.9-10.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			<b>9-12Spch.6.2.6</b> <b>9-12Spch.6.1.2</b>
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric.		
2	Critique any fallacious reasoning, identifying <ul style="list-style-type: none"> <li>• Exaggerated</li> <li>• Missing</li> <li>• Distorted evidence</li> </ul>		
3	Evaluated a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>SL.CCR.4.</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <b>SL.9-10.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can following the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			<b>9-12Spch.6.2.2</b> <b>9-12Spch.6.1.2</b>
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Organize information clearly and logically.		
2	Present information clearly so others can follow the lines of reasoning.		
3	Implement substance and style that are appropriate to audience and task.		
4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>SL.CCR.5.</b> Make strategic use of digital media and visual displays of data to express information			

and enhance understanding of presentations. <b>SL.9-10.5.</b> Make strategic use of digital media (e.g., Textual, graphical, audio, visual and interactive) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			<b>9-12Spch.6.2.3</b> <b>9-12Spch.6.2.1</b>
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
<b>1</b>	Identify which media and principles or graphic design will best enhance and represent a presentation.		
<b>2</b>	Apply strategic use of digital media to presentations.		
<b>3</b>	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.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>SL.CCR.6.</b> Adapt speech to a variety of context and communicative tasks, demonstrating command of formal English when indicated or appropriate. <b>SL.9-10.6.</b> Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.			<b>9-12Spch.6.1.1</b>
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
<b>1</b>	Identify audience.		
<b>2</b>	Identify appropriate language (informal or formal).		
<b>3</b>	Adapt speech to a variety of tasks and contexts including formal English.		
<b>4</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>L.CCR.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>L.9-10.1a.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.			<b>9.LA.5.4.1</b>
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
<b>1</b>	Identify correct parallel structure including phrases and sentence structure.		
<b>2</b>	Correct faulty parallel structure in student writing.		
<b>3</b>	Create sentences that demonstrate correct parallel structure including parallel phrases and sentence structure.		
<b>4</b>	Implement correct parallel structure in student writing.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<b>L.CCR.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>L.9-10.1b.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrase (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			<b>9LA.5.4.1</b>
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>

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.		
<b>Instructional Objective</b>			<b>Standard Reference</b> <b>9.LA.5.4.2</b>
<p><b>L.CCR.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.2a.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>			
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<b>Instructional Objective</b>			<b>Standard Reference</b> <b>9.LA.5.4.2</b>
<p><b>L.CCR.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.2b.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a colon to introduce a list or quotation.</p>			
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
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.		
<b>Instructional Objective</b>			<b>Standard Reference</b> <b>9. LA.5.4.2</b>
<p><b>L.CCR.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.2c.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell Correctly.</p>			
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
1	Incorporate spelling rules in the writing process.		
2	Construct a document that demonstrates a grasp of correct spelling conventions.		
3	Proofread student writing for correct spelling conventions.		
<b>Instructional Objective</b>			<b>Standard Reference</b> <b>9.LA.4.2.2.</b>
<p><b>L.CCR.3</b> Apply knowledge of language to understand functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L.9-10.3a.</b> Apply knowledge of language to understand functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or</p>			

listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook, Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.			
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	<i>(To be used in conjunction with WCCR.4)</i>		
<p align="center"><b>Instructional Objectives</b></p> <p><b>L.CCR.4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference material, as appropriate.</p> <p><b>L.9-10.4a.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and context, choosing flexibility from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>			<p align="center"><b>Standard Reference</b></p> <p><b>9.LA.1.8.2</b></p>
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment Correlation
1	Generalize the meaning of unknown words based on context clues.		
2	Assess student generated definition with reference material.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>L.CCR.4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference material, as appropriate.</p> <p><b>L.9-10.4b.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and context, choosing flexibility from a range of strategies.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>			<p align="center"><b>Standard Reference</b></p> <p><b>9.LA.1.8.1</b></p>
NO.	Performance Objectives	Resource Referenced in scope/Sequence	Assessment 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.		
<p align="center"><b>Instructional Objectives</b></p> <p><b>L.CCR.4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference material, as appropriate.</p> <p><b>L.9-10.4c.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and context, choosing flexibility from a range of strategies.</p> <p>Consult general and specialized reference material (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>			<p align="center"><b>Standard Reference</b></p> <p><b>None</b></p>

<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
<b>1</b>	Consult reference material to find the pronunciation, meaning, part of speech or etymology of a word.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>  <b>9.LA.1.8.2</b>
<p><b>L.CCR.4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference material, as appropriate.</p> <p><b>L.9-10.4d.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and context, choosing flexibility from a range of strategies.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
<b>1</b>	Generalize the meaning of unknown words and phrases.		
<b>2</b>	Assess student generated definition with reference material.		
<b>Instructional Objective</b>			<b>Standard Reference</b>  <b>9-12.Spch.6.2.6</b> <b>9LA.2.3.6</b>
<p><b>L.CCR.5.</b> Demonstrate understanding or word relationships and nuances in word meanings.</p> <p><b>L.9-10.5a.</b> Demonstrate understanding or word relationships and nuances in word meanings. Interpret figures of speech (e.g., Euphemism, oxymoron) in context and analyzes their role in the text.</p>			
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
<b>1</b>	Identify figures of speech specifically euphemisms and oxymorons.		
<b>2</b>	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.		
<b>3</b>	Demonstrate understanding of figurative language by using various figures of speech in student writing.		
<b>4</b>	Point out why a certain author would use a euphemism or oxymoron to support or convey the theme of his/her published work.		
<b>Instructional Objective</b>			<b>Standard Reference</b>  <b>9LA.2.3.6</b>
<p><b>L.CCR.5.</b> Demonstrate understanding or word relationships and nuances in word meanings.</p> <p><b>L.9-10.5b.</b> Demonstrate understanding or word relationships and nuances in word meanings. Analyze nuances in the meaning of words with similar denotations.</p>			
<b>NO.</b>	<b>Performance Objectives</b>	<b>Resource Referenced in scope/Sequence</b>	<b>Assessment Correlation</b>
<b>1</b>	Identify the denotative meaning of common words.		
<b>2</b>	Interpret the implied mood/tone of a word based on its denotative meaning.		
<b>3</b>	Differentiate denotations of commons words used in published works.		
<b>Instructional Objectives</b>			<b>Standard Reference</b>
<p><b>L.CCR.6.</b> 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</p>			

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