



Whiteriver Unified School District Essential Standards

Quarterly Focus

What is it we expect students to learn?

Grade: 9th Grade

Subject: ELA

First Quarter

RL/RI-1 - CITE STRONG AND THOROUGH TEXTUAL EVIDENCE TO SUPPORT WHAT THE TEXT SAYS

- W3 - 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 and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W9 – Draw evidence from literary or informational text to support analysis, reflection , and research

Second Quarter

RL/RI 2 – DETERMINE THE THEME AND CENTRAL IDEA OF THE TEXT TO PROVIDE THE OBJECTIVE SUMMARY OF THE TEXT

- W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax 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.
 - Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument

Third Quarter

RL/RI 4 – DETERMINE THE MEANINGS OF THE WORDS AND PHRASES AS USED IN THE TEXT

W2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Fourth Quarter

RL/RI 6 – ANALYZE 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.

W2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



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- *Endurance- Knowledge and skills of value beyond a single date*
 - *Leverage- Knowledge and skills valuable in multiple disciplines*
 - *Readiness for the next level of learning- Knowledge and skills that are necessary for success in the next grade level or the next level of instruction*