

# Main Criteria: Bible-Based Writing Lessons

## Secondary Criteria: North Dakota Content Standards

### Subject: Language Arts

Grades: 9, 10, 11, 12

### Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

## North Dakota Content Standards

### Language Arts

Grade 9 - Adopted: 2023

#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.

INDICATOR 9-10.C.1. Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
GRADE LEVEL EXPECTATION		Comprehension – Learners will read to understand various complex literary and informational texts.

INDICATOR 9-10.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 9-10.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

INDICATOR 9-10.R.5. Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication</b> – Learners will organize and express information in a format appropriate to the audience and purpose.

INDICATOR 9-10.C.1. Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.

INDICATOR 9-10.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Presentational Communication</b> – Learners will organize and express information in a format appropriate to the audience and purpose.

INDICATOR	11-12.C.1.	Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**North Dakota Content Standards**

**Language Arts**

Grade 12 - Adopted: 2023

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>

INDICATOR	11-12.C.1.	Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 11-12.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 11-12.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR 11-12.R.5. Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 11-12.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

**North Dakota Content Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 9-10.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 9-10.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

INDICATOR 9-10.R.5. Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.2. Create a logical organizational structure with:

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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## North Dakota Content Standards

### Language Arts

#### Grade 10 - Adopted: 2023

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
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INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.2.	Create a logical organizational structure with
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## North Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>

<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

**North Dakota Content Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 9-10.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 9-10.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

INDICATOR 9-10.R.5. Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>9-10.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b>

INDICATOR 9-10.R.8.a. Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).

INDICATOR 9-10.R.8.b. Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**North Dakota Content Standards****Language Arts****Grade 10 - Adopted: 2023****CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>9-10.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b>
INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>	
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## North Dakota Content Standards

### Language Arts

#### Grade 11 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>	
INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>

INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>	
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## North Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>	
INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	

<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>
INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.2. Create a logical organizational structure with

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR	9-10.R.8.	Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.
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INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.2.	Create a logical organizational structure with:
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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# North Dakota Content Standards

## Language Arts

Grade 10 - Adopted: 2023

### CONTENT STANDARD Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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### CONTENT STANDARD Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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### CONTENT STANDARD Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis</b> – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

INDICATOR	9-10.R.8.	Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.
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INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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### CONTENT STANDARD Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	9-10.W.2.	Create a logical organizational structure with:
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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## North Dakota Content Standards

### Language Arts

Grade 11 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>

INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR	11- 12.W.2.a.	a relevant introduction,
INDICATOR	11- 12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
INDICATOR	11- 12.W.2.c.	an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11- 12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11- 12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11- 12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11- 12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	11-12.R.8.	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>
INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.2.	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>	

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>	

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>9-10.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b>

INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>	
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>	
INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>	

INDICATOR	9-10.R.8.	Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.
INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).

INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.2.	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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## North Dakota Content Standards

### Language Arts

Grade 11 - Adopted: 2023

#### CONTENT STANDARD

#### Eleventh and Twelfth Grades

BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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#### CONTENT STANDARD

#### Eleventh and Twelfth Grades

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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#### CONTENT STANDARD

#### Eleventh and Twelfth Grades

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR	11-12.R.8.	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>
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INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.
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#### CONTENT STANDARD

#### Eleventh and Twelfth Grades

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR 11-12.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 11-12.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**North Dakota Content Standards**

**Language Arts**

Grade 12 - Adopted: 2023

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>

INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

**North Dakota Content Standards****Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>	
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>	
INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.2.	Create a logical organizational structure with:
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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## North Dakota Content Standards

### Language Arts

Grade 11 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.2.	Create a logical organizational structure with
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## North Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>

<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

**North Dakota Content Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 9-10.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 9-10.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

INDICATOR 9-10.R.5. Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.2. Create a logical organizational structure with:

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**North Dakota Content Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 9-10.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 9-10.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

INDICATOR 9-10.R.5. Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
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INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	11-12.W.2.	Create a logical organizational structure with
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
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INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR 11-12.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 11-12.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

## Language Arts

Grade 9 - Adopted: 2023

### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.2.	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**North Dakota Content Standards****Language Arts****Grade 10 - Adopted: 2023****CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 9-10.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 9-10.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

INDICATOR 9-10.R.5. Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.2. Create a logical organizational structure with:

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**North Dakota Content Standards****Language Arts**

Grade 11 - Adopted: 2023

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 11-12.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 11-12.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR 11-12.R.5. Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR 11-12.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 11-12.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

# North Dakota Content Standards

## Language Arts

Grade 9 - Adopted: 2023

### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.2.	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## North Dakota Content Standards

### Language Arts

#### Grade 10 - Adopted: 2023

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.2.	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,
INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>	
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## North Dakota Content Standards

### Language Arts

Grade 11 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	
INDICATOR	11-12.W.2.	Create a logical organizational structure with
INDICATOR	11-12.W.2.a.	a relevant introduction,

INDICATOR	11- 12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
INDICATOR	11- 12.W.2.c.	an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11- 12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	11- 12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11- 12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**North Dakota Content Standards**

**Language Arts**

Grade 12 - Adopted: 2023

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11- 12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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Lesson 10: Unit 5 Writing from Pictures, p.85-90

**North Dakota Content Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.2.	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**North Dakota Content Standards****Language Arts****Grade 11 - Adopted: 2023****CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	11-12.W.2.	Create a logical organizational structure with
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR	11- 12.W.2.c.	an appropriate and thoughtful conclusion.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	

INDICATOR	11- 12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>	

INDICATOR	11- 12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11- 12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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## North Dakota Content Standards

### Language Arts

#### Grade 12 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	

INDICATOR	11- 12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	

INDICATOR	11- 12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
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<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

Lesson 11: Unit 5 Writing from Pictures, p. 91-98

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
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INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.3.</b>	<b>Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.</b>

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>11-12.W.6.</b>	<b>Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.</b>

INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11- 12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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## North Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2023

#### CONTENT STANDARD

#### Eleventh and Twelfth Grades

BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11- 12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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#### CONTENT STANDARD

#### Eleventh and Twelfth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11- 12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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#### CONTENT STANDARD

#### Eleventh and Twelfth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11- 12.W.2.	Create a logical organizational structure with
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INDICATOR	11- 12.W.2.a.	a relevant introduction,
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INDICATOR	11- 12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11- 12.W.2.c.	an appropriate and thoughtful conclusion.
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#### CONTENT STANDARD

#### Eleventh and Twelfth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>
INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
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INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>

GRADE LEVEL EXPECTATION	9-10.IR.3.	Organize relevant information from a variety of sources.
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## North Dakota Content Standards

### Language Arts

#### Grade 10 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
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<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>

INDICATOR 9-10.W.4.c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR 9-10.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
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GRADE LEVEL EXPECTATION 9-10.IR.3. Organize relevant information from a variety of sources.

**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.2.	Create a logical organizational structure with
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
<b>CONTENT STANDARD</b>		<b>Eleventh and Twelfth Grades</b>
BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	11-12.W.4.	Write to persuade an audience by

INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
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<b>CONTENT STANDARD</b>		<b>Eleventh and Twelfth Grades</b>
BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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<b>CONTENT STANDARD</b>		<b>Eleventh and Twelfth Grades</b>
BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.

INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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<b>CONTENT STANDARD</b>		<b>Eleventh and Twelfth Grades</b>
BENCHMARK		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.

GRADE LEVEL EXPECTATION	11-12.IR.3.	Organize relevant information from a variety of sources.
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**North Dakota Content Standards**

**Language Arts**

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.2.	Create a logical organizational structure with
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	11-12.W.4.	<b>Write to persuade an audience by</b>
<b>INDICATOR</b>	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
<b>INDICATOR</b>	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	11-12.L.1.	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>
<b>INDICATOR</b>	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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GRADE LEVEL EXPECTATION	11-12.IR.3.	Organize relevant information from a variety of sources.
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Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>CONTENT STANDARD</b>		<b>Ninth and Tenth Grades</b>
<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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<b>CONTENT STANDARD</b>		<b>Ninth and Tenth Grades</b>
<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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<b>CONTENT STANDARD</b>		<b>Ninth and Tenth Grades</b>
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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<b>CONTENT STANDARD</b>		<b>Ninth and Tenth Grades</b>
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.IR.3.	Organize relevant information from a variety of sources.
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**North Dakota Content Standards****Language Arts****Grade 10 - Adopted: 2023****CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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<b>INDICATOR</b>	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
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<b>INDICATOR</b>	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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<b>INDICATOR</b>	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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<b>INDICATOR</b>	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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<b>INDICATOR</b>	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>

INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>	
GRADE LEVEL EXPECTATION	9-10.IR.3.	Organize relevant information from a variety of sources.

## North Dakota Content Standards

### Language Arts

#### Grade 11 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>	

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>
<b>INDICATOR</b>	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	11-12.IR.3.	Organize relevant information from a variety of sources.

**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
<b>INDICATOR</b>	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.
<b>INDICATOR</b>	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
<b>INDICATOR</b>	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
<b>INDICATOR</b>	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>

INDICATOR 11-12.W.4.c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
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GRADE LEVEL EXPECTATION	11-12.IR.3.	Organize relevant information from a variety of sources.
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Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
GRADE LEVEL EXPECTATION		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.2.	Create a logical organizational structure with:
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.4.	Write to persuade an audience by
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INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.

INDICATOR	9-10.L.1.	Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.
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INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
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GRADE LEVEL EXPECTATION	9-10.IR.3.	Organize relevant information from a variety of sources.
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**North Dakota Content Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
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INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.
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INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
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INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>

GRADE LEVEL EXPECTATION	9-10.IR.3.	Organize relevant information from a variety of sources.
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## North Dakota Content Standards

### Language Arts

#### Grade 11 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
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<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.2.	Create a logical organizational structure with
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>
<b>INDICATOR</b>	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
<b>INDICATOR</b>	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
<b>INDICATOR</b>	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>
<b>INDICATOR</b>	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	11-12.IR.3.	Organize relevant information from a variety of sources.

**North Dakota Content Standards****Language Arts**

Grade 12 - Adopted: 2023

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 11-12.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 11-12.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR 11-12.R.5. Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.2. Create a logical organizational structure with

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.4.	Write to persuade an audience by
INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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GRADE LEVEL EXPECTATION	11-12.IR.3.	Organize relevant information from a variety of sources.
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Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>CONTENT STANDARD</b>		<b>Ninth and Tenth Grades</b>
<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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<b>CONTENT STANDARD</b>		<b>Ninth and Tenth Grades</b>
<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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<b>CONTENT STANDARD</b>		<b>Ninth and Tenth Grades</b>
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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<b>CONTENT STANDARD</b>		<b>Ninth and Tenth Grades</b>
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.IR.3.	Organize relevant information from a variety of sources.
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**North Dakota Content Standards****Language Arts****Grade 10 - Adopted: 2023****CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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<b>INDICATOR</b>	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
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<b>INDICATOR</b>	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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<b>INDICATOR</b>	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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<b>INDICATOR</b>	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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<b>INDICATOR</b>	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
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INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.

<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
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INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>	
GRADE LEVEL EXPECTATION	9-10.IR.3.	Organize relevant information from a variety of sources.

## North Dakota Content Standards

### Language Arts

#### Grade 11 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>	

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>
<b>INDICATOR</b>	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	11-12.IR.3.	Organize relevant information from a variety of sources.

**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
<b>INDICATOR</b>	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.
<b>INDICATOR</b>	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
<b>INDICATOR</b>	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
<b>INDICATOR</b>	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>

INDICATOR 11-12.W.4.c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
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GRADE LEVEL EXPECTATION	11-12.IR.3.	Organize relevant information from a variety of sources.
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Lesson 16: Unit 7 Inventive Writing, p. 147-152

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**North Dakota Content Standards****Language Arts**

Grade 10 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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## North Dakota Content Standards

### Language Arts

#### Grade 11 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,

INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.2.	Create a logical organizational structure with
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

Lesson 17: Unit 7 Inventive Writing, p. 153-158

**North Dakota Content Standards****Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	9-10.W.2.	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,
INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR 9-10.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 9-10.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

**North Dakota Content Standards****Language Arts**

Grade 10 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	9-10.L.1.	Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
GRADE LEVEL EXPECTATION	9-10.IR.5.	Integrate information from sources using a standardized format.

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 11-12.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

## North Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2023

#### CONTENT STANDARD **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

#### CONTENT STANDARD **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

#### CONTENT STANDARD **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

#### CONTENT STANDARD **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	11-12.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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Lesson 18: Unit 7 Inventive Writing, p. 159-166

**North Dakota Content Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.2. Create a logical organizational structure with:

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
<b>CONTENT STANDARD</b>		
<b>Ninth and Tenth Grades</b>		
BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	9-10.L.1.	Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
<b>CONTENT STANDARD</b>		
<b>Ninth and Tenth Grades</b>		
BENCHMARK		INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
GRADE LEVEL EXPECTATION	9-10.IR.5.	Integrate information from sources using a standardized format.
INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

<b>CONTENT STANDARD</b>		
<b>Ninth and Tenth Grades</b>		
BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
<b>CONTENT STANDARD</b>		
<b>Ninth and Tenth Grades</b>		
BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
<b>CONTENT STANDARD</b>		
<b>Ninth and Tenth Grades</b>		

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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## North Dakota Content Standards

### Language Arts

Grade 11 - Adopted: 2023

#### CONTENT STANDARD Eleventh and Twelfth Grades

BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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#### CONTENT STANDARD Eleventh and Twelfth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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#### CONTENT STANDARD Eleventh and Twelfth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11-12.W.2.	Create a logical organizational structure with
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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#### CONTENT STANDARD Eleventh and Twelfth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
<b>CONTENT STANDARD</b>		
<b>Eleventh and Twelfth Grades</b>		
BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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<b>CONTENT STANDARD</b>		
<b>Eleventh and Twelfth Grades</b>		
BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	11-12.L.1.	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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<b>CONTENT STANDARD</b>		
<b>Eleventh and Twelfth Grades</b>		
BENCHMARK		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
GRADE LEVEL EXPECTATION	11-12.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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## North Dakota Content Standards

### Language Arts

#### Grade 12 - Adopted: 2023

<b>CONTENT STANDARD</b>		
<b>Eleventh and Twelfth Grades</b>		
BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.2. Create a logical organizational structure with

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR 11-12.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 11-12.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR 11-12.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 11-12.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

Lesson 19: Unit 8 Formal Essay Models, p. 167-174

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
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INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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# North Dakota Content Standards

## Language Arts

Grade 10 - Adopted: 2023

### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR      9-10.C.7.      Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR      9-10.W.1.      Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR      9-10.W.2.      Create a logical organizational structure with:

INDICATOR      9-10.W.2.a.      a relevant introduction,

INDICATOR      9-10.W.2.b.      transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR      9-10.W.3.      Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>	
<b>GRADE LEVEL EXPECTATION</b>	11-12.IR.5.	Integrate information from sources using a standardized format.
INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

## North Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR	11- 12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11- 12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11- 12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11- 12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

<b>INDICATOR</b>	<b>11- 12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>
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INDICATOR	11- 12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>11- 12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11- 12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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Lesson 20: Unit 8 Formal Essay Models, p. 175-182

## Language Arts

Grade 9 - Adopted: 2023

### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	9-10.C.6.	<b>Engage in respectful discussions or debates.</b>

INDICATOR	9-10.C.6.b.	Present or share synthesized research and information.
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### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
INDICATOR	9-10.W.2.a.	a relevant introduction,

INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR 9-10.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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GRADE LEVEL EXPECTATION 9-10.IR.2. Gather and interpret relevant information from primary and secondary sources for a variety of purposes.

GRADE LEVEL EXPECTATION 9-10.IR.3. Organize relevant information from a variety of sources.

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
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INDICATOR 9-10.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

INDICATOR 9-10.IR.5.b. Generate a citation/bibliography page using a standardized format.

## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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<b>INDICATOR</b>	<b>9-10.C.6.</b>	<b>Engage in respectful discussions or debates.</b>
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INDICATOR 9-10.C.6.b. Present or share synthesized research and information.

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
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INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.4.	<b>Write to persuade an audience by</b>

INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	9-10.L.1.	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
GRADE LEVEL EXPECTATION	9-10.IR.2.	Gather and interpret relevant information from primary and secondary sources for a variety of purposes.

GRADE LEVEL EXPECTATION	9-10.IR.3.	Organize relevant information from a variety of sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.

## North Dakota Content Standards

### Language Arts

Grade 11 - Adopted: 2023

#### CONTENT STANDARD Eleventh and Twelfth Grades

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
<b>INDICATOR</b>	<b>11-12.C.6.</b>	<b>Engage in respectful discussions or debates.</b>
INDICATOR	11-12.C.6.c.	Present or share synthesized research and information.

#### CONTENT STANDARD Eleventh and Twelfth Grades

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

#### CONTENT STANDARD Eleventh and Twelfth Grades

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.2.	<b>Create a logical organizational structure with</b>

INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.4.	<b>Write to persuade an audience by</b>

INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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GRADE LEVEL EXPECTATION	11-12.IR.2.	Gather and interpret relevant information, from both primary and secondary sources, for a variety of purposes.
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GRADE LEVEL EXPECTATION	11-12.IR.3.	Organize relevant information from a variety of sources.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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**CONTENT STANDARD** Eleventh and Twelfth Grades

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
<b>INDICATOR</b>	<b>11-12.C.6.</b>	<b>Engage in respectful discussions or debates.</b>

INDICATOR 11-12.C.6.c. Present or share synthesized research and information.

**CONTENT STANDARD** Eleventh and Twelfth Grades

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD** Eleventh and Twelfth Grades

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 11-12.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 11-12.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR 11-12.R.5. Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD** Eleventh and Twelfth Grades

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD** Eleventh and Twelfth Grades

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR 11-12.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
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GRADE LEVEL EXPECTATION 11-12.IR.2. Gather and interpret relevant information, from both primary and secondary sources, for a variety of purposes.

GRADE LEVEL EXPECTATION 11-12.IR.3. Organize relevant information from a variety of sources.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
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GRADE LEVEL EXPECTATION 11-12.IR.5. Integrate information from sources using a standardized format.

INDICATOR 11-12.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

INDICATOR 11-12.IR.5.b. Generate a citation/bibliography page using a discipline-specific format.

Lesson 21: Unit 8 Formal Essay Models, p. 183-192

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
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GRADE LEVEL EXPECTATION Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.2. Create a logical organizational structure with:

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.4. Write to persuade an audience by

INDICATOR 9-10.W.4.c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD** **Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	9-10.L.1.	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD** **Ninth and Tenth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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GRADE LEVEL EXPECTATION	9-10.IR.3.	Organize relevant information from a variety of sources.
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**CONTENT STANDARD** **Ninth and Tenth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
GRADE LEVEL EXPECTATION	9-10.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

**CONTENT STANDARD** **Ninth and Tenth Grades**

BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.2.	Create a logical organizational structure with:
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.4.	Write to persuade an audience by
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INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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GRADE LEVEL EXPECTATION	9-10.IR.3.	Organize relevant information from a variety of sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.2.	<b>Create a logical organizational structure with</b>
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.4.	<b>Write to persuade an audience by</b>
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INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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GRADE LEVEL EXPECTATION	11-12.IR.3.	Organize relevant information from a variety of sources.
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**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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**North Dakota Content Standards****Language Arts**

Grade 12 - Adopted: 2023

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 11-12.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>

INDICATOR 11-12.W.4.c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 11-12.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 11-12.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR 11-12.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
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GRADE LEVEL EXPECTATION 11-12.IR.3. Organize relevant information from a variety of sources.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 11-12.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

INDICATOR 11-12.IR.5.b. Generate a citation/bibliography page using a discipline-specific format.

## North Dakota Content Standards

### Language Arts

Grade 9 - Adopted: 2023

#### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR      9-10.C.7.      Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

#### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR      9-10.W.1.      Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

#### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR      9-10.W.2.a.      a relevant introduction,

INDICATOR      9-10.W.2.b.      transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

#### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR      9-10.W.3.      Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	9-10.L.1.	Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.
INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	9-10.IR.5.	Integrate information from sources using a standardized format.
INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

**North Dakota Content Standards****Language Arts**

Grade 10 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

## North Dakota Content Standards

### Language Arts

Grade 11 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>	
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR	11- 12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11- 12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	11- 12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11- 12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.

INDICATOR	11- 12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11- 12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
GRADE LEVEL EXPECTATION	11- 12.IR.5.	Integrate information from sources using a standardized format.

INDICATOR	11- 12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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**North Dakota Content Standards**

**Language Arts**

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>

INDICATOR 11-12.W.2.a. a relevant introduction,

INDICATOR 11-12.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and

INDICATOR 11-12.W.2.c. an appropriate and thoughtful conclusion.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	11-12.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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Lesson 23: Unit 8 Formal Essay Models, p. 201-206

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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<b>INDICATOR</b>	<b>9-10.W.2.</b>	<b>Create a logical organizational structure with:</b>
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INDICATOR	9-10.W.2.a.	a relevant introduction,
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INDICATOR	9-10.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
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INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	9-10.IR.5.	Integrate information from sources using a standardized format.

INDICATOR 9-10.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

**North Dakota Content Standards****Language Arts**

Grade 10 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	9-10.W.2.	Create a logical organizational structure with:

INDICATOR 9-10.W.2.a. a relevant introduction,

INDICATOR 9-10.W.2.b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.3. Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR 9-10.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 9-10.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

**North Dakota Content Standards**

**Language Arts**

Grade 11 - Adopted: 2023

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.2.	Create a logical organizational structure with
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INDICATOR	11-12.W.2.a.	a relevant introduction,
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INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
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INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

## North Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.2.</b>	<b>Create a logical organizational structure with</b>
INDICATOR	11-12.W.2.a.	a relevant introduction,
INDICATOR	11-12.W.2.b.	transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
INDICATOR	11-12.W.2.c.	an appropriate and thoughtful conclusion.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 11-12.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 9-10.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 9-10.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

INDICATOR 9-10.R.5. Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 9-10.R.8. Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.

INDICATOR 9-10.R.8.a. Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).

INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	9-10.L.1.	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
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INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
GRADE LEVEL EXPECTATION	9-10.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

#### CONTENT STANDARD **Ninth and Tenth Grades**

BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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#### CONTENT STANDARD **Ninth and Tenth Grades**

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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#### CONTENT STANDARD **Ninth and Tenth Grades**

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR	9-10.R.8.	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b>
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INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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#### CONTENT STANDARD **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	9-10.L.1.	Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.
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INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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**North Dakota Content Standards**

**Language Arts**

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>
INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
<b>CONTENT STANDARD</b>		
<b>Eleventh and Twelfth Grades</b>		
BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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<b>CONTENT STANDARD</b>		
<b>Eleventh and Twelfth Grades</b>		
BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	11-12.L.1.	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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<b>CONTENT STANDARD</b>		
<b>Eleventh and Twelfth Grades</b>		
BENCHMARK		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
GRADE LEVEL EXPECTATION	11-12.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

<b>CONTENT STANDARD</b>		
<b>Eleventh and Twelfth Grades</b>		
BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>

<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
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INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
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INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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INDICATOR	11-12.R.8.	Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.
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INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
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INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

**North Dakota Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	<b>9-10.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b>
INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	9-10.L.1.	Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
GRADE LEVEL EXPECTATION	9-10.IR.5.	Integrate information from sources using a standardized format.

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
GRADE LEVEL EXPECTATION		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>9-10.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b>
INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
INDICATOR	9-10.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR 9-10.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 9-10.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

INDICATOR 9-10.IR.5.b. Generate a citation/bibliography page using a standardized format.

**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.

INDICATOR 11-12.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 11-12.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR 11-12.R.5. Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>
INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.1.</b>	<b>Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.</b>
INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>11-12.W.6.</b>	<b>Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.</b>
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11- 12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>11- 12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	11- 12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	11- 12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.

## North Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	
INDICATOR	11- 12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>	
INDICATOR	11- 12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11- 12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11- 12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	

<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>
INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
INDICATOR	11-12.W.3.	Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>
INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

## North Dakota Content Standards

### Language Arts

#### Grade 9 - Adopted: 2023

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	9-10.R.8.	Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.

INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	9-10.L.1.	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
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INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
GRADE LEVEL EXPECTATION	9-10.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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## North Dakota Content Standards

### Language Arts

Grade 10 - Adopted: 2023

#### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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#### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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#### CONTENT STANDARD Ninth and Tenth Grades

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR	9-10.R.8.	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b>
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INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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#### CONTENT STANDARD Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 9-10.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 9-10.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR 9-10.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 9-10.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

INDICATOR 9-10.IR.5.b. Generate a citation/bibliography page using a standardized format.

**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 11-12.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 11-12.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR 11-12.R.5. Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>

INDICATOR 11-12.R.8.a. Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).

INDICATOR 11-12.R.8.b. Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	11-12.L.1.	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	11-12.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>

INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>11-12.L.1.</b>	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
<b>INDICATOR</b>	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	Integrate information from sources using a standardized format.
<b>INDICATOR</b>	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
<b>INDICATOR</b>	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

**North Dakota Content Standards****Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
<b>INDICATOR</b>	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.
<b>INDICATOR</b>	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR	9-10.R.7.	Analyze the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language. (See Appendix A for suggested terminology.)
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

<b>INDICATOR</b>	<b>9-10.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b>
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INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.

**North Dakota Content Standards****Language Arts****Grade 10 - Adopted: 2023****CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.
INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR	9-10.R.7.	Analyze the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language. (See Appendix A for suggested terminology.)
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR	9-10.R.8.	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b>
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INDICATOR	9-10.R.8.a.	Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
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INDICATOR	9-10.R.8.b.	Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR 9-10.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 9-10.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

INDICATOR 9-10.IR.5.b. Generate a citation/bibliography page using a standardized format.

**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.

INDICATOR 11-12.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 11-12.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR 11-12.R.5. Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 11-12.R.7. Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language. (See Appendix A for suggested terminology.)

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.8.</b>	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>

INDICATOR 11-12.R.8.a. Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).

INDICATOR 11-12.R.8.b. Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>11-12.R.9.</b>	<b>Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis.</b>

INDICATOR 11-12.R.9.a. Analyze an author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze how the author's style, content, characterization, and presentation support the author's purposes.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	11-12.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	11-12.R.7.	Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language. (See Appendix A for suggested terminology.)

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	11-12.R.8.	<b>Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</b>
INDICATOR	11-12.R.8.a.	Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
INDICATOR	11-12.R.8.b.	Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	11-12.R.9.	<b>Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis.</b>
INDICATOR	11-12.R.9.a.	Analyze an author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze how the author's style, content, characterization, and presentation support the author's purposes.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR 11-12.W.6. Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR 11-12.W.7. Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR 11-12.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 11-12.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

INDICATOR 11-12.IR.5.b. Generate a citation/bibliography page using a discipline-specific format.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

**North Dakota Content Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	9-10.W.4.a.	establishing relevant context,
INDICATOR	9-10.W.4.b.	stating a clear position/thesis,
INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and

INDICATOR	9-10.W.4.d.	using logical reasoning to avoid fallacies.
<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>	

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>	
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>	

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
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INDICATOR	9-10.W.4.a.	establishing relevant context,
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INDICATOR	9-10.W.4.b.	stating a clear position/thesis,
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INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
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INDICATOR	9-10.W.4.d.	using logical reasoning to avoid fallacies.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	11-12.W.4.a.	establishing relevant context,
INDICATOR	11-12.W.4.b.	stating a clear position/thesis,
INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
INDICATOR	11-12.W.4.d.	using logical reasoning to avoid fallacies, and
INDICATOR	11-12.W.4.e.	integrating rhetorical techniques and appeals.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
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GRADE LEVEL EXPECTATION		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
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INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
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GRADE LEVEL EXPECTATION	11-12.IR.5.	Integrate information from sources using a standardized format.
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INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
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GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
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INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

BENCHMARK		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
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GRADE LEVEL EXPECTATION		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.
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INDICATOR	11-12.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	11-12.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.
INDICATOR	11-12.R.5.	Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>
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INDICATOR	11-12.W.4.a.	establishing relevant context,
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INDICATOR	11-12.W.4.b.	stating a clear position/thesis,
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INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
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INDICATOR	11-12.W.4.d.	using logical reasoning to avoid fallacies, and
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INDICATOR	11-12.W.4.e.	integrating rhetorical techniques and appeals.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
<b>CONTENT STANDARD</b>	<b>Eleventh and Twelfth Grades</b>	
<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

**North Dakota Content Standards**  
**Language Arts**  
**Grade 9 - Adopted: 2023**

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

<b>CONTENT STANDARD</b>	<b>Ninth and Tenth Grades</b>	
<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>

INDICATOR	9-10.W.4.a.	establishing relevant context,
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INDICATOR	9-10.W.4.b.	stating a clear position/thesis,
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INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
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INDICATOR	9-10.W.4.d.	using logical reasoning to avoid fallacies.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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## North Dakota Content Standards

### Language Arts

#### Grade 10 - Adopted: 2023

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

#### CONTENT STANDARD

#### Ninth and Tenth Grades

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	9-10.W.4.a.	establishing relevant context,
INDICATOR	9-10.W.4.b.	stating a clear position/thesis,
INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
INDICATOR	9-10.W.4.d.	using logical reasoning to avoid fallacies.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.

**North Dakota Content Standards****Language Arts****Grade 11 - Adopted: 2023****CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.
INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	11-12.W.4.a.	establishing relevant context,
INDICATOR	11-12.W.4.b.	stating a clear position/thesis,
INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
INDICATOR	11-12.W.4.d.	using logical reasoning to avoid fallacies, and
INDICATOR	11-12.W.4.e.	integrating rhetorical techniques and appeals.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD****Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.

INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
GRADE LEVEL EXPECTATION	11-12.IR.5.	Integrate information from sources using a standardized format.

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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## North Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2023

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
GRADE LEVEL EXPECTATION		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	11-12.W.4.	Write to persuade an audience by

INDICATOR	11- 12.W.4.a.	establishing relevant context,
INDICATOR	11- 12.W.4.b.	stating a clear position/thesis,
INDICATOR	11- 12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
INDICATOR	11- 12.W.4.d.	using logical reasoning to avoid fallacies, and
INDICATOR	11- 12.W.4.e.	integrating rhetorical techniques and appeals.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	11- 12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	11- 12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	11- 12.L.1.	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>
INDICATOR	11- 12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	11- 12.IR.5.	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	11- 12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	11- 12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.

## North Dakota Content Standards

### Language Arts

Grade 9 - Adopted: 2023

#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
GRADE LEVEL EXPECTATION		<b>Comprehension</b> – Learners will read to understand various complex literary and informational texts.

INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
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INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
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INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.
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#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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#### CONTENT STANDARD

#### Ninth and Tenth Grades

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	9-10.W.4.	Write to persuade an audience by
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INDICATOR	9-10.W.4.a.	establishing relevant context,
INDICATOR	9-10.W.4.b.	stating a clear position/thesis,
INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
INDICATOR	9-10.W.4.d.	using logical reasoning to avoid fallacies.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	9-10.L.1.	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.IR.5.	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>
INDICATOR	9-10.R.2.	Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.
INDICATOR	9-10.R.4.	Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.
INDICATOR	9-10.R.5.	Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD****Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	9-10.W.4.a.	establishing relevant context,
INDICATOR	9-10.W.4.b.	stating a clear position/thesis,

INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
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INDICATOR	9-10.W.4.d.	using logical reasoning to avoid fallacies.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 11-12.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 11-12.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR 11-12.R.5. Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.4. Write to persuade an audience by

INDICATOR 11-12.W.4.a. establishing relevant context,

INDICATOR 11-12.W.4.b. stating a clear position/thesis,

INDICATOR 11-12.W.4.c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

INDICATOR	11- 12.W.4.d.	using logical reasoning to avoid fallacies, and
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INDICATOR	11- 12.W.4.e.	integrating rhetorical techniques and appeals.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11- 12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11- 12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	11- 12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11- 12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	11- 12.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11- 12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11- 12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR 11-12.C.7. Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand various complex literary and informational texts.</b>

INDICATOR 11-12.R.2. Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.

INDICATOR 11-12.R.4. Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.

INDICATOR 11-12.R.5. Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR 11-12.W.4. Write to persuade an audience by

INDICATOR 11-12.W.4.a. establishing relevant context,

INDICATOR 11-12.W.4.b. stating a clear position/thesis,

INDICATOR 11-12.W.4.c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,

INDICATOR	11- 12.W.4.d.	using logical reasoning to avoid fallacies, and
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INDICATOR	11- 12.W.4.e.	integrating rhetorical techniques and appeals.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11- 12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11- 12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	11- 12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.
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INDICATOR	11- 12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	11- 12.IR.5.	<b>Integrate information from sources using a standardized format.</b>

INDICATOR	11- 12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11- 12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

**North Dakota Content Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**CONTENT STANDARD** **Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>

INDICATOR	9-10.C.7.	Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

INDICATOR	9-10.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>

<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
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INDICATOR	9-10.W.4.a.	establishing relevant context,
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INDICATOR	9-10.W.4.b.	stating a clear position/thesis,
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INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
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INDICATOR	9-10.W.4.d.	using logical reasoning to avoid fallacies.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>

INDICATOR 9-10.L.1.a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>

INDICATOR 9-10.IR.5.a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

INDICATOR 9-10.IR.5.b. Generate a citation/bibliography page using a standardized format.

**North Dakota Content Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR 9-10.C.7. Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR 9-10.W.1. Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

<b>INDICATOR</b>	<b>9-10.W.4.</b>	<b>Write to persuade an audience by</b>
INDICATOR	9-10.W.4.a.	establishing relevant context,
INDICATOR	9-10.W.4.b.	stating a clear position/thesis,
INDICATOR	9-10.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
INDICATOR	9-10.W.4.d.	using logical reasoning to avoid fallacies.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	9-10.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
INDICATOR	9-10.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>9-10.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b>
INDICATOR	9-10.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.

**CONTENT STANDARD**

**Ninth and Tenth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	9-10.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	9-10.IR.5.b.	Generate a citation/bibliography page using a standardized format.

## Language Arts

### Grade 11 - Adopted: 2023

**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11-12.W.4.	<b>Write to persuade an audience by</b>
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INDICATOR	11-12.W.4.a.	establishing relevant context,
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INDICATOR	11-12.W.4.b.	stating a clear position/thesis,
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INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
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INDICATOR	11-12.W.4.d.	using logical reasoning to avoid fallacies, and
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INDICATOR	11-12.W.4.e.	integrating rhetorical techniques and appeals.
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**CONTENT STANDARD** **Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	11-12.L.1.	Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>INQUIRY AND RESEARCH (IR)</b> – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.
GRADE LEVEL EXPECTATION	11-12.IR.5.	Integrate information from sources using a standardized format.

INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
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INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.
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**North Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>COMMUNICATION (C)</b> – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		<b>Collaboration</b> – Learners will work effectively with their peers to accomplish a common goal or purpose.

INDICATOR	11-12.C.7.	Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Text Types and Structure</b> – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.

INDICATOR	11-12.W.1.	Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</b>
<b>INDICATOR</b>	<b>11-12.W.4.</b>	<b>Write to persuade an audience by</b>

INDICATOR	11-12.W.4.a.	establishing relevant context,
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INDICATOR	11-12.W.4.b.	stating a clear position/thesis,
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INDICATOR	11-12.W.4.c.	incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
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INDICATOR	11-12.W.4.d.	using logical reasoning to avoid fallacies, and
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INDICATOR	11-12.W.4.e.	integrating rhetorical techniques and appeals.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

INDICATOR	11-12.W.6.	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.
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INDICATOR	11-12.W.7.	Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.
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**CONTENT STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>11-12.L.1.</b>	<b>Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</b>

INDICATOR	11-12.L.1.a.	Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
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**CONTENT  
STANDARD**

**Eleventh and Twelfth Grades**

<b>BENCHMARK</b>		<b>INQUIRY AND RESEARCH (IR) – Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>11-12.IR.5.</b>	<b>Integrate information from sources using a standardized format.</b>
INDICATOR	11-12.IR.5.a.	Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
INDICATOR	11-12.IR.5.b.	Generate a citation/bibliography page using a discipline-specific format.