Main Criteria: Structure and Style for Students

Secondary Criteria: Delaware Standards and Instruction

Subject: Language Arts Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Delaware Standards and Instruction Language Arts

Grade 9 - Adopted: 2010

STANDARD / STRAND

10RL.

DE.CC9- Reading Standards for Literature 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 **STRAND** 10RL.

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
ENDURING UNDERSTANDI NG	CC9- 10RL5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 **STRAND** 10RL.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / DE.CC9- Writing Standards 6-12 **STRAND** 10W.

STRAND / INDICATOR	Text Types and Purposes
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ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
BENCHMARK	CC9- 10W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

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

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STRAND / INDICATOR	BENCHMARK	Spell correctly.
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STANDARD /	DE.CC9-	Language Standards 6-12
STRAND	10L.	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / STRAND

10L.

DE.CC9- Language Standards 6-12

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RESPONSE TO LITERATURE Week 23 Page 249-262

Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

ENDURING UNDERSTANDI NG	CC9- 10RL5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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BENCHMARK	CC9- 10W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

writing or presentations.

STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
		Language Standards 6-12 Vocabulary Acquisition and Use
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STRAND / INDICATOR ENDURING UNDERSTAND	10L.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
STRAND / INDICATOR ENDURING UNDERSTAND ING	CC9- 10L4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
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STRAND / INDICATOR ENDURING UNDERSTAND ING BENCHMARK BENCHMARK	CC9- 10L4. CC9- 10L4a. CC9- 10L4d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Timed Essay Week 24 Page 263-263

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Delaware Standards and Instruction
Language Arts

Grade 9 - Adopted: 2010

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

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STRAND / INDICATOR	Key Ideas and Details
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ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade 9 - Adopted: 2010

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DE.CC9- Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STANDARD /

DE.CC9- Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

STANDARD / STRAND

10W.

DE.CC9- Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STANDARD /

DE.CC9- Writing Standards 6-12

STRAND 10V

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusin on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
		· · · · · · · · · · · · · · · · · · ·
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes
BENCHMARK BENCHMARK		Propel conversations by posing and responding to questions that relate the current discussion to broader themes
	10SL1c. CC9- 10SL1d.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes a larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence
BENCHMARK STANDARD /	10SL1c. CC9- 10SL1d.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes of larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STANDARD /	DE.CC9-	Language Standards 6-12
CTDAND	101	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10Rl1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10Rl4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12

STRAND / INDICATOR

Range of Writing

ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10SL4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING CC9-UNDERSTANDI 10L6. NG

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

Delaware Standards and Instruction Language Arts

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STANDARD / **STRAND**

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DE.CC9- Reading Standards for Literature 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / Craft and Structure INDICATOR **ENDURING** CC9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative UNDERSTANDI 10RL4. meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language NG evokes a sense of time and place; how it sets a formal or informal tone). **ENDURING** CC9-

manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

STANDARD / DE.CC9- Reading Standards for Literature 6-12

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR	Text Types and Purposes
ENDURING UNDERSTAND ING	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
BENCHMARK	CC9- 10W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10SL4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12

STRAND / INDICATOR **Conventions of Standard English**

ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12			
STRAND / INDICATOR		Conventions of Standard English			
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
BENCHMARK	CC9- 10L2c.	Spell correctly.			
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12			
STRAND / INDICATOR		Vocabulary Acquisition and Use			
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.			
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12			
STRAND / INDICATOR		Vocabulary Acquisition and Use			
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46			
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ST ANDARD /	DE.CC9-	Reading Standards for Literature 6-12			
STRAND	10RL.				

STRAND 10RL.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
ENDURING UNDERSTANDI NG	CC9- 10RL5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
BENCHMARK	CC9- 10W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10SL4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	CC9- L0L2c.	Spell correctly.
	DE.CC9- 0L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
	CC9- l0L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	CC9- L0L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	DE.CC9- L OL.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
	.0L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

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Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010

DE.CC9- Reading Standards for Literature 6-12

STRAND	10RL.	
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD /	DE.CC9-	Reading Standards for Literature 6-12

STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12

STANDARD /

STRAND / INDICATOR	Craft and Structure
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ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
ENDURING UNDERSTANDI NG	CC9- 10RL5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
BENCHMARK	CC9- 10W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10SL4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	10L4a.	as a side to the meaning of a word of philase.

BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68
		Delaware Standards and Instruction
		Language Arts Grade 9 - Adopted: 2010
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

 $Introduce\ a\ topic;\ organize\ complex\ ideas,\ concepts,\ and\ information\ to\ make\ important\ connections\ and$

 $distinctions; include formatting \ (e.g., headings), graphics \ (e.g., figures, tables), and \ multimedia \ when \ useful \ to \ aiding$

BENCHMARK

CC9-

10W2a.

comprehension.

DENCHMARK CC9- 10W2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. STANDARD / 10W2d. STRAND / 10W2d. Production and Distribution of Writing ENDURING CC9- 10W2d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing sypes are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or bying a new approach, focusion addressing what is most significant for a specific purpose and audience. ENDURING CC9- LUNDERSTAND1 DW5- NG ENDURING CC9- LUNDERSTAND1 DW6- STANDARD / DE.CC9- STRAND / 10W6- STANDARD / DE.CC9- Uniting Standards 6-12 STANDARD / DW7- NG Research to Build and Present Knowledge INDICATOR ENDURING CC9- LUNDERSTAND1 DW7- NG CC9- LUNDERSTAND1 CC9		
STANDARD / IDECC9- Writing Standards 6-12 10W. STRAND / INDICATOR Production and Distribution of Writing ENDURING CC9- UNDERSTAND 10WS. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING CC9- UNDERSTAND 10WS. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or bying a new approach, locusion addressing what is most significant for a specific purpose and audience. ENDURING CC9- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. NG STANDARD / INDICATOR Research to Build and Present Knowledge ENDURING CC9- UNDERSTAND 10W7. CC9- UNDERSTAND 10W7. CC9- UNDERSTAND 10W7. CC9- UNDERSTAND 10W7. CC9- UNDERSTAND 10W8. CC9- UNDERSTAND 10W9. C	BENCHMARK	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STRAND I 10W. Production and Distribution of Writing ENDURING CC9- UNDERSTANDI NG CC9- UNDERSTANDI NG CC9- UNDERSTANDI 10W4. NG CC9- UNDERSTANDI 10W5. NG CC9- UNDERSTANDI 10W6. STANDARD / 10W6. STANDARD / 10W7. NG CC9- UNDERSTANDI 10W7. NG CC9- UNDERSTANDI 10W7. NG Research to Build and Present Knowledge CC9- UNDERSTANDI 10W7. NG CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W7. NG CC9- UNDERSTANDI 10W7. NG CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W7. NG CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W7. NG CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Present Knowledge CC9- UNDERSTANDI 10W8. Research to Build and Presearch projects to answer a question (including a self-generated question including a self-generated ques	BENCHMARK	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
ENDURING UNDERSTANDI NG CC9-		Writing Standards 6-12
UNDERSTANDI NG ENDURING CC9- UNDERSTANDI NG CC9- UNDERSTANDI NG ENDURING CC9- UNDERSTANDI NG ENDURING CC9- UNDERSTANDI NG ENDURING CC9- UNDERSTANDI NG DECC9- UNDERSTANDI NG Research to Build and Present Knowledge ENDURING UNDERSTANDI NG CC9- UNDERSTANDI NG Research to Build and Present Knowledge ENDURING UNDERSTANDI NG CC9- UNDERSTANDI NG Research to Build and Present Knowledge ENDURING UNDERSTANDI NG CC9- UNDERSTANDI NG CC9- UNDERSTANDI NG Research to Build and Present Knowledge ENDURING UNDERSTANDI NG CC9- U		Production and Distribution of Writing
On addressing what is most significant for a specific purpose and audience. NG ENDURING CC9- UNDERSTANDI 10W6. DE.CC9- STRAND / 10W6. TRAND / 10W7. TRAND / 10W7. TRAND / 10W8. TRAND / 10W6. TRA	UNDERSTANDI	
UNDERSTANDI 10W6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. NG STANDARD / DE.CC9- Writing Standards 6-12 ENDURING	UNDERSTANDI	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND / INDICATOR Research to Build and Present Knowledge CC9- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ENDURING CC9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectivel assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. STANDARD / DE.CC9- Writing Standards 6-12 Range of Writing Range of Writing CC9- UNDERSTANDI NG DE.CC9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. STANDARD / DE.CC9- Speaking and Listening Standards 6-12	UNDERSTANDI	
ENDURING CC9- UNDERSTANDI NG ENDURI		Writing Standards 6-12
UNDERSTANDI NG 10W7. question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ENDURING CC9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectivel assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI 10W10. NG Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. STANDARD / DE.CC9- STANDARD / D		Research to Build and Present Knowledge
UNDERSTANDI 10W8. assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. STANDARD / STRAND DE.CC9- 10W. Range of Writing Range of Writing ENDURING UNDERSTANDI NG DE.CC9- 10W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. STANDARD / STRAND DE.CC9- 10SL. DE.CC9- Speaking and Listening Standards 6-12	UNDERSTANDI	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
STRAND / INDICATOR Range of Writing ENDURING CC9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a UNDERSTANDI NG STANDARD / STRAND DE.CC9- Speaking and Listening Standards 6-12 STRAND 10SL.	UNDERSTANDI	
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI ONG ENDURING CC9- UNITE routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. STANDARD / STRAND DE.CC9- STRAND		Writing Standards 6-12
UNDERSTANDI 10W10. single sitting or a day or two) for a range of tasks, purposes, and audiences. NG STANDARD / DE.CC9- Speaking and Listening Standards 6-12 STRAND 10SL.		Range of Writing
STRAND 10SL.	UNDERSTANDI	·
STRAND / Comprehension and Collaboration		Speaking and Listening Standards 6-12
INDICATOR		Comprehension and Collaboration
ENDURING UNDERST AND ING CC9- UNDERST AND ING CC9- UNDERST AND ING CC9- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' idea and expressing their own clearly and persuasively.	UNDERSTAND	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING CC9-UNDERSTANDI 10L6. NG

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

Delaware Standards and Instruction Language Arts

Grade 9 - Adopted: 2010

STANDARD / **STRAND**

10RI.

DE.CC9- Reading Standards for Informational Text 6-12

STRAND /	
NDICATOR	

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STANDARD / STRAND

10RI.

DE.CC9- Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

STANDARD /

DE.CC9- Writing Standards 6-12

STRAND	10W.	
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STANDARD / **STRAND**

10W.

DE.CC9- Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND /		Comprehension and Collaboration

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STANDARD /	DE.CC9-	Language	Standards	6-12
STRAND	10L.			

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9-	Spell correctly.

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

10L2c.

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

Delaware Standards and Instruction
Language Arts
Grade 9 - Adopted: 2010

 $\begin{array}{ll} {\rm STANDARD}\,/ & {\rm DE.CC9-} \ \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \ {\rm 6-12} \\ {\rm STRAND} & {\rm 10RI.} \end{array}$

STRAND / INDICATOR	Key Ideas and Details

ENDURING UNDERSTANDI NG	CC9- 10Rl1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

Delaware Standards and Instruction Language Arts

Grade 9 - Adopted: 2010

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DE.CC9- Reading Standards for Literature 6-12

10RL.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR	Text Types and Purposes
ENDURING UNDERSTAND ING	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

BENCHMARK CC9- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) 10W3a. of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010

DE.CC9- Reading Standards for Informational Text 6-12 10RI.

STANDARD /

STRAND

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

INDICATOR

ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR		
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	10L2c.	Spell correctly. Language Standards 6-12
STANDARD /	10L2c. DE.CC9-	
STANDARD / STRAND	10L2c. DE.CC9-	Language Standards 6-12
STANDARD / STRAND / INDICATOR ENDURING UNDERSTAND	10L2c. DE.CC9- 10L.	Language Standards 6-12 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
STANDARD / STRAND / INDICATOR ENDURING UNDERSTAND ING	10L2c. DE.CC9- 10L. CC9- 10L4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTAND ING BENCHMARK	DE.CC9-10L4. CC9-10L4a. CC9-10L4d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTAND ING BENCHMARK BENCHMARK	DE.CC9-10L4. CC9-10L4a. CC9-10L4d.	Language Standards 6-12 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
	CC9- 10W2.	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR ENDURING UNDERSTAND		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
ENDURING UNDERSTAND ING	10W2 .	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
ENDURING UNDERSTAND ING BENCHMARK	CC9- 10W2a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
ENDURING UNDERSTAND ING BENCHMARK BENCHMARK	CC9- 10W2a. CC9- 10W2b.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
ENDURING UNDERSTAND ING BENCHMARK BENCHMARK BENCHMARK	CC9-10W2b. CC9-10W2b. CC9-10W2c.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR	Conventions of Standard English
ENDURING UNDERSTAND ING	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC9- Spell correctly. 10L2c.

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

DE.CC9- Reading Standards for Informational Text 6-12

STANDARD /

10RI.

STRAND

STRAND	IUKI.	
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Production and Distribution of Writing	
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Research to Build and Present Knowledge	
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
ENDURING UNDERSTANDI	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	

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

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STANDARD /	DE.CC9-	Writing	Standards	6-12
STRAND	10W.			

STRAND	10W.		
STRAND / INDICATOR		Range of Writing	
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12	
STRAND / INDICATOR		Conventions of Standard English	
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12	
STRAND / INDICATOR		Conventions of Standard English	
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
BENCHMARK	CC9- 10L2c.	Spell correctly.	
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12	
STRAND / INDICATOR		Knowledge of Language	
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12	
STRAND / INDICATOR		Vocabulary Acquisition and Use	
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	
BENCHMARK	CC9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)	

10L4a. as a clue to the meaning of a word or phrase.

BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12	
STRAND / INDICATOR		Vocabulary Acquisition and Use	
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		UNIT 7: INVENTIVE WRITING Week 13 Page 133-138	
		Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Production and Distribution of Writing	
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

 $advantage\ of\ technology \hbox{'s capacity to link to other information and to display information flexibly and dynamically}.$

ENDURING

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UNDERSTANDI 10W6.

CC9-

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDUDING		
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
UNDERSTAND		

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

Delaware Standards and Instruction Language Arts

Grade 9 - Adopted: 2010

STANDARD /	DE.CC9-	Writing Standards 6-12
STRAND	10W	

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR	Research to Build and Present Knowledge	
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ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING	CC9-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
UNDERSTANDI	10L6.	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
NG		vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

Delaware Standards and Instruction Language Arts

Grade 9 - Adopted: 2010

ST	ANDARD	
ST	RAND	

10RL.

DE.CC9- Reading Standards for Literature 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 **STRAND** 10RL.

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
ENDURING UNDERSTANDI NG	CC9- 10RL5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10RL9.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR	Range of Reading and Level of Text Complexity	
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ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
BENCHMARK	CC9- 10W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	CC9- 10W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC9- 10W9a.	Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later

author draws on a play by Shakespeare]").

STANDARD /	DE.CC9-	Writing	Standards	6-12
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STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9-	Spell correctly.

10L2c.

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

BENCHMARK

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

CC9-

10L4d.

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

context or in a dictionary).

STRAND /	Key Ideas and Details	
INDICATOR	Rey lucus and Details	
INDICATOR		

ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
		Partition Organization for the country of Table 40

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST AND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10Rl1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10RI7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
BENCHMARK	CC9- 10W1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization testablishes clear relationships among claim(s), counterclaims, reasons, and evidence.
BENCHMARK	CC9- 10W1b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
BENCHMARK	CC9- 10W1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
BENCHMARK	CC9- 10W1e.	Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and informatio clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12

ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W.

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

writing or presentations.

STRAND / INDICATOR	Conventions of Standard English
ENDURING UNDERSTAND ING	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
UNDERSTAND		
UNDERST AND ING	10L4 .	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
UNDERST AND ING BENCHMARK	CC9- 10L4a. CC9- 10L4d.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
BENCHMARK BENCHMARK STANDARD /	CC9- 10L4a. CC9- 10L4d.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
BENCHMARK BENCHMARK STANDARD / STRAND	CC9- 10L4a. CC9- 10L4d.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language Standards 6-12
BENCHMARK BENCHMARK BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC9- 10L4a. CC9- 10L4d. DE.CC9- 10L.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language Standards 6-12 Vocabulary Acquisition and Use Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

Delaware Standards and Instruction Language Arts

Grade 9 - Adopted: 2010

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
BENCHMARK	CC9- 10W1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
BENCHMARK	CC9- 10W1b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
BENCHMARK	CC9- 10W1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
BENCHMARK	CC9- 10W1e.	Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2b.	Use a colon to introduce a list or quotation.
BENCHMARK	CC9- 10L2c.	Spell correctly.

STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Delaware Standards and Instruction Language Arts

Grade 9 - Adopted: 2010

STANDARD / DE.CC9- Reading Standards for Informational Text 6-12 STRAND 10RI.

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STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STANDARD /	DE.CC9-	Reading Standards for	Informational Text 6-12
STRAND	10RI.		

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2b.	Use a colon to introduce a list or quotation.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STANDARD / STRAND	DE.CC9- 10L.	Language	Standards	6-12

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / DE.CC9- Language Standards 6-12 STRAND 10L.

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

ENDURING UNDERSTANDI NG	CC9- 10RL5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	10W3a.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
BENCHMARK BENCHMARK	10W3a. CC9- 10W3b.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK BENCHMARK BENCHMARK	10W3a. CC9- 10W3b. CC9- 10W3c.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
BENCHMARK BENCHMARK BENCHMARK	10W3a. CC9- 10W3b. CC9- 10W3c. CC9- 10W3d.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of
BENCHMARK BENCHMARK BENCHMARK BENCHMARK BENCHMARK	10W3a. CC9- 10W3b. CC9- 10W3c. CC9- 10W3d. CC9- 10W3e.	of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.

STRAND /		Knowledge of Language
INDICATOR		
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction Language Arts Grade 9 - Adopted: 2010

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STANDARD / STRAND

DE.CC9- Reading Standards for Literature 6-12 10RL.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
ENDURING UNDERSTANDI NG	CC9- 10RL5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity	
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
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STANDARD / STRAND		Writing Standards 6-12	
	DE.CC9-	Writing Standards 6-12 Text Types and Purposes	
STRAND /	DE.CC9-		
STRAND / INDICATOR ENDURING UNDERSTAND	DE.CC9- 10W.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-	
STRAND I INDICATOR ENDURING UNDERSTAND ING	DE.CC9- 10W. CC9- 10W3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)	
STRAND / INDICATOR ENDURING UNDERSTAND ING BENCHMARK	DE.CC9- 10W. CC9- 10W3. CC9-	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop	
STRAND / INDICATOR ENDURING UNDERSTAND ING BENCHMARK	DE.CC9-10W. CC9-10W3a. CC9-10W3b.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	

STANDARD /	DE.CC9-	Writing	Standards	6-12
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STRAND	TOW.		
STRAND / INDICATOR		Production and Distribution of Writing	
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Research to Build and Present Knowledge	
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Range of Writing	
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12	
STRAND / INDICATOR		Conventions of Standard English	
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12	
STRAND / INDICATOR		Conventions of Standard English	
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
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BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use