Main Criteria: Structure and Style for Students
Secondary Criteria: North Dakota Content Standards

Subject: Language Arts **Grade:** 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

North Dakota Content Standards Language Arts

Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9- 10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9- 10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.

Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RL.4.	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9- 10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.a.	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.
INDICATOR	9- 10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9- 10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Writing Standards

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	Gather relevant information from multiple authoritative print and digital sources.

INDICATOR

9-10.W.8.e. Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD

Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Introduce:

INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9- 10.L.4.	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.
INDICATOR	9- 10.L.4.a.	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.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

North Dakota Content Standards Language Arts

Grade 9 - Adopted: 2017

CONTENT	
STANDARI	0

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9- 10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9- 10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK	Craft and Structure

GRADE LEVEL EXPECTATION	9- 10.RL.4.	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9- 10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD

BENCHMARK	Text Types and Purposes
-----------	-------------------------

GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.a.	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.
INDICATOR	9- 10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9- 10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9-	Synthesize multiple sources on the subject demonstrating understanding of the subject under investigation

CONTENT STANDARD

Writing Standards

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	Gather relevant information from multiple authoritative print and digital sources.

INDICATOR 9-

Follow a standard format for citation that is appropriate for the discipline and writing type.

10.W.8.e.

10.W.7.c.

CONTENT STANDARD

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
		Language Standards Conventions of Standard English
STANDARD	9- 10.L.1.	
STANDARD BENCHMARK GRADE LEVEL	-	Conventions of Standard English
BENCHMARK GRADE LEVEL EXPECTATION	10.L.1.	Conventions of Standard English Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	10.L.1.	Conventions of Standard English Within the context of authentic English writing and speaking Demonstrate proficiency in:
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT	10.L.1.	Conventions of Standard English Within the context of authentic English writing and speaking Demonstrate proficiency in: Explain the function of phrases and clauses in general and their function in specific sentences.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD	10.L.1.	Conventions of Standard English Within the context of authentic English writing and speaking Demonstrate proficiency in: Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	9-10.L.1.i.	Conventions of Standard English Within the context of authentic English writing and speaking Demonstrate proficiency in: Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
BENCHMARK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECT ATION	9-10.L.1.i.	Conventions of Standard English Within the context of authentic English writing and speaking Demonstrate proficiency in: Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	9-10.L.1.i. 9-10.L.2.	Conventions of Standard English Within the context of authentic English writing and speaking Demonstrate proficiency in: Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR CONTENT CONTENT CONTENT CONTENT	9-10.L.1.i. 9-10.L.2.	Conventions of Standard English Within the context of authentic English writing and speaking Demonstrate proficiency in: Explain the function of phrases and clauses in general and their function in specific sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

INDICATOR	9- 10.L.4.a.	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.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Timed Essay Week 24 Page 263-263
		North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECT ATION	9- 10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9- 10.RL.2.c.	Cite strong and thorough textual evidence.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECT ATION	9- 10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT Reading Standards for Literature/Fiction STANDARD

BENCHMARK	Craft and Structure

GRADE LEVEL	9-
EXPECTATION	10.RL.4

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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:	
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.	
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.	

BENCHMARK

Conventions of Standard English

Reading Standards for Informational/Nonfiction Text

STANDARD		
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards

GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9- 10.L.4.	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.
INDICATOR	9- 10.L.4.a.	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.

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK	Key Ideas and Details
GRADE LEVEL EXPECT ATION	Determine and analyze a theme and/or central idea of texts:

INDICATOR 9- Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped 10.Rl.2.b. and refined by specific details.

IND	ICA ⁻	TOF

9-

Cite strong and thorough textual evidence.

10.RI.2.c.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT **STANDARD**

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9-	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

10.W.7.c.

CONTENT STANDARD

Writing Standards

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXPECT AT ION	Gather relevant information from multiple authoritative print and digital sources.

INDICATOR

9-10.W.8.c. Integrate information into the text selectively to maintain the flow of ideas.

CONTENT **STANDARD**

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK	Comprehension and Collaboration
GRADE LEVEL 9- EXPECTATION 10.SL	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.

INDICATOR	9- 10.SL.1.a.	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.
INDICATOR	9- 10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9- 10.SL.1.c.	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.

Speaking and Listening Standards

BENCHMARK	NCHMARK Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	9- 10.SL.6.	Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9- 10.L.4.	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.
INDICATOR	9- 10.L.4.a.	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.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.

INDICATOR	9-	Cite strong and thorough textual evidence.
	10.RI.1.c.	

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD

BENCHMARK

Reading Standards for Informational/Nonfiction Text

Text Types and Purposes

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT STANDARD		Writing Standards

GRADE LEVEL EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9- 10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	9- 10.SL.1.	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.
INDICATOR	9- 10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	9- 10.SL.6.	Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.
CONTENT STANDARD		Language Standards

BENCHMARK

INDICATOR

GRADE LEVEL 9-EXPECTATION 10.L.1. **Conventions of Standard English**

Introduce:

Within the context of authentic English writing and speaking...

INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT ST ANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	9- 10.L.3.	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.
INDICATOR	9- 10.L.3.a.	Maintain consistency in style and tone.
CONTENT STANDARD		Language Standards

TANDARD

BENCHMARK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	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.

INDICATOR	9- 10.L.4.a.	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.
CONTENT STANDARD		Language Standards

CONTENT
STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017

CONTENT **STANDARD**

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT **STANDARD**

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9- 10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK	Key Ideas and Details
GRADE LEVEL EXPECTATION	Analyze how and why characters and/or textual elements develop and interact over the course of a text:

INDICATOR	9- 10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.

Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RL.4.	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9- 10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.Rl.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.a.	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.
INDICATOR	9- 10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.

CONTENT STANDARD Writing Standards Production, Distribution, and Range of Writing GRADE LEVEL 9- EXPECTATION 10.W4. GRADE LEVEL 9- EXPECTATION 10.W5. GRADE LEVEL 9- EXPECTATION 10.W5. Develop and strengthen writing as needed by planning, revising, editing, rewising, or trying a new approach on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3) up to and including an open demonstrate command of Language standards 1-3 up to and including an electrology is capacity to link to other information and to display information flexibly and effectively. CONTENT STANDARD Speaking and Listening Standards Initiate and participate effectively in a range of collaborative discussions (one-on-one, in group standards) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in group standards) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in group standards) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in group standards) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in group standards) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in group standards) Speaking and Listening Standards Speaking and Listening Standards Speaking and Listening St			
BENCHMARK Production, Distribution, and Range of Writing GRADE LEVEL Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, AP appropriate to a range of tasks, purposes, and audiences. Gradespecific expectations for writing types are in standards 1–3.) GRADE LEVEL Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, AP appropriate to a range of tasks, purposes, and audiences. Gradespecific expectations for writing types are in standards 1–3.) GRADE LEVEL Production Products in standards 1–3. GRADE LEVEL Production Products in most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) GRADE LEVEL Production Production GRADE LEVEL Production Speaking and Listening Standards Speaking and Listening Standards Speaking and Listening Standards Speaking and Listening Standards Initiate and participate effectively in a range of collaborative discussions (one-on-one, in group task-product) Indication Production Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, it will be appropriate to the standard segressing their own clearly and persuasively. Prosentation of Knowledge and Ideas CONTENT STANDARD BENCHMARK Presentation of Knowledge and Ideas CRADE LEVEL Production Language Standards STANDARD CONTENT STANDARD Language Standards CONVENT STANDARD Language Standards Language Standards Language Standards ENCHMARK Conventions of Standard English Writin the context of authentic English writing and speaking Language Standards ENCHMARK Conventions of Standard English Within the context of authentic English writing and speaking Within the context of authentic English writing and speaking	INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
GRADE LEVEL 9- EXPECTATION 10.W.4. appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are in standards 1-3.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) GRADE LEVEL 9- EXPECTATION 10.W.6. technology, including the Internet, to produce, publish, and update individual or shared writing products technology and Listening Standards Speaking and Listening Standards Initiate and participate effectively in a range of collaborative discussions (one-on-one, in group teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other and expressing their own clearly and persuasively. INDICATOR 9- 10.SL.1.b. Work with peers to setrules for collaborative discussions and decision-making (e.g., information other and expressing their own clearly and persuasively. Speaking and Listening Standards Speaking and Listening Speaking and Speaking Within the context of authentic English writing a			Writing Standards
EXPECTATION 10.W4. appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are instandards 1–3.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 8–10.) GRADE LEVEL 9- Use technology, including the internet to produce, publish, and update individual or shared writing products exchanging the enthology's capacity to link to other information and to display information flexibly and effectively. CONTENT STANDARD BENCHMARK Comprehension and Collaboration BENCHMARK Comprehension and Collaboration BENCHMARK Comprehension and Collaboration INDICATOR 9- Work with peers to set rules for collaborative discussions (one-on-one, in groit teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on other and expressing their own clearly and persuavely. CONTENT STANDARD Speaking and Listening Standards CONTENT STANDARD Speaking and Listening Standards Speaking and Listening Standards Speaking and Listening Standards Speaking and Listening Standards CONTENT STANDARD Speaking and Listening Standards CONTENT STANDARD BENCHMARK Presentation of Knowledge and Ideas CRADE LEVEL 9- Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating finds provided to the properties. CONTENT STANDARD Language Standards Conventions of Standard English Within the context of authentic English writing and speaking	BENCHMARK		Production, Distribution, and Range of Writing
EXPECTATION 10.W.5. on addressing what is most significant for a specific purpose and audience, (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) GRADE LEVEL 9- Use technology, including the Internet, to produce, publish, and update individual or shared writing products technology's capacity to link to other information and to display information flexibly and effectively. CONTENT STANDARD Speaking and Listening Standards BENCHMARK Comprehension and Collaboration GRADE LEVEL 9- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in ground to the cacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on other and expressing their own clearly and persuasively. INDICATOR 9- Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, to votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as not standards Speaking and Listening Standards SPADE LEVEL 9- Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating flexible to the properties. CONTENT STANDARD BENCHMARK Conventions of Standard English when indicated or appropriate. CONTENT STANDARD Introduce: INDICATOR 9- Use various types of phrases (e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and (e., independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and writing or presentations. CONTENT STANDARD BENCHMARK Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking			Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
EXPECTATION 10.W.6. technology's capacity to link to other information and to display information flexibly and effectively. CONTENT STANDARD Speaking and Listening Standards BENCHMARK Comprehension and Collaboration GRADE LEVEL 9- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groen teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other and expressing their own clearly and persuasively. INDICATOR 9- Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, to 10.SL.1.b. votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as not standard. CONTENT STANDARD Speaking and Listening Standards BENCHMARK Presentation of Knowledge and Ideas GRADE LEVEL 9- Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating the poise, and a command of formal English when indicated or appropriate. CONTENT STANDARD BENCHMARK Conventions of Standard English GRADE LEVEL 9- Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and (i.e., independent, dependent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and writing or presentations. CONTENT STANDARD Language Standards Conventions of Standard English Within the context of authentic English writing and speaking			
BENCHMARK Comprehension and Collaboration GRADE LEVEL P- EXPECTATION District Speaking and Listening Standards CONTENT STANDARD BENCHMARK Conventions of Standard English GRADE LEVEL P- EXPECTATION District Standard BENCHMARK Conventions of Standard English CONTENT STANDARD BENCHMARK Conventions of Standard Standard Standard GRADE LEVEL P- EXPECTATION District Standard Conventions of Standard English Content Standard Content Standard Content Standard Conventions of Standard English Content Standard Content Standard Conventions of Standard English Content Standard Content Standard Conventions of Standard English writing and speaking Content Standard Content Standard Conventions of Standard English Content Standard Content Standard Conventions of Standard English writing and speaking EXPECTATION Content Standard Conventions of Standard English writing and speaking Expectation Standard Conventions of Standard English writing and speaking Content Standard Conventions of Standard English Content Standard Conventions of Standard English Conventions of Standard English Writing and speaking Content Standard Conventions of Standard English Writing and speaking			Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in grout teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on other and expressing their own clearly and persuasively. INDICATOR			Speaking and Listening Standards
EXPECTATION 10.SL.1. teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other and expressing their own clearly and persuasively. INDICATOR 9- Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, to votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as not set rules for collaborative discussions and decision-making (e.g., informal consensus, to votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as not set rules for collaborative discussions and decision-making (e.g., informal consensus, to votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as not set rules for collaborative discussions and decision-making (e.g., informal consensus, to votes on key issues, presentations of standards ENCHMARK Presentation of Knowledge and Ideas Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fit poise, and a command of formal English when indicated or appropriate. CONTENT STANDARD Language Standards Conventions of Standard English writing and speaking Language Standards CONTENT Language Standards Conventions of Standard English ENCHMARK Conventions of Standard English Conventions of Standard English writing and speaking CONTENT STANDARD Within the context of authentic English writing and speaking	BENCHMARK		Comprehension and Collaboration
CONTENT Speaking and Listening Standards Speaking and Listening Standards Speaking and Listening Standards Speaking and Listening Standards GRADE LEVEL 9- Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating file poise, and a command of formal English when indicated or appropriate. CONTENT STANDARD Language Standards Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking INDICATOR 9- Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and writing or presentations. CONTENT STANDARD Language Standards Conventions of Standard English Language Standards Conventions of Standard English writing and speaking CONTENT STANDARD Language Standards CONTENT STANDARD Language Standards Conventions of Standard English Conventions of Standard English writing and speaking		_	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 Presentation of Knowledge and Ideas GRADE LEVEL EXPECTATION 10.SL6. Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fit poise, and a command of formal English when indicated or appropriate. CONTENT STANDARD BENCHMARK Conventions of Standard English GRADE LEVEL EXPECTATION 10.L.1. Within the context of authentic English writing and speaking INDICATOR Introduce: INDICATOR 9- Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and (i.e., independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and writing or presentations. CONTENT STANDARD BENCHMARK Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking	INDICATOR		Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
GRADE LEVEL 9- EXPECTATION 10.SL.6. Poise, and a command of formal English when indicated or appropriate. CONTENT STANDARD BENCHMARK Conventions of Standard English GRADE LEVEL 9- EXPECTATION 10.L.1. Within the context of authentic English writing and speaking INDICATOR 10.L.1. Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and (i.e., independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and writing or presentations. CONTENT Language Standards Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking			Speaking and Listening Standards
EXPECTATION 10.SL.6. poise, and a command of formal English when indicated or appropriate. CONTENT STANDARD BENCHMARK Conventions of Standard English GRADE LEVEL 9-10.L.1. Within the context of authentic English writing and speaking INDICATOR INDICATOR 9- Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and (i.e., independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and writing or presentations. CONTENT Language Standards BENCHMARK Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking	BENCHMARK		Presentation of Knowledge and Ideas
BENCHMARK Conventions of Standard English GRADE LEVEL P-EXPECTATION 10.L.1. INDICATOR INDICATOR Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and writing or presentations. CONTENT STANDARD BENCHMARK Conventions of Standard English Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking			Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.
GRADE LEVEL EXPECT ATION 10.L.1. Within the context of authentic English writing and speaking INDICATOR Introduce: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and (i.e., independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and writing or presentations. CONTENT STANDARD BENCHMARK Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking			Language Standards
INDICATOR INDICATOR Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and (i.e., independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and writing or presentations. CONTENT STANDARD Language Standards Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking	BENCHMARK		Conventions of Standard English
INDICATOR 9- 10.L.1.b. Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and the second of the		-	Within the context of authentic English writing and speaking
10.L.1.b. (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and writing or presentations. CONTENT STANDARD Language Standards BENCHMARK Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking	INDICATOR		Introduce:
BENCHMARK Conventions of Standard English GRADE LEVEL 9- Within the context of authentic English writing and speaking	INDICATOR		Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GRADE LEVEL 9- Within the context of authentic English writing and speaking			Language Standards
	BENCHMARK		Conventions of Standard English
	GRADE LEVEL EXPECTATION	-	Within the context of authentic English writing and speaking
INDICATOR Practice:	INDICATOR		Practice:

INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9- 10.L.4.	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.
INDICATOR	9- 10.L.4.a.	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.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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
		North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details

BENCHMARK	Key Ideas and Details
GRADE LEVEL EXPECT ATION	Read closely to comprehend texts of grade-level appropriate complexity:

INDICATOR 9- Determine what the text says explicitly and implicitly.

10.RL.1.a.

INDICATOR	9- 10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9- 10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9- 10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RL.4.	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9- 10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).
CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK Range of Reading and level of Text Complexity

GRADE LEVEL EXPECTATION	9- 10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECT ATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:	
INDICATOR	9- 10.Rl.2.a.	Determine a theme and/or central idea.	
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXPECT ATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
INDICATOR	9- 10.W.3.a.	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.	
INDICATOR	9- 10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.	
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Production, Distribution, and Range of Writing	
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)	
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	
GRADE LEVEL	9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use	

CONTENT Speaking and Listening Standards STANDARD

EXPECTATION 10.W.6.

BENCHMARK	Comprehension and Collaboration	
-----------	---------------------------------	--

technology's capacity to link to other information and to display information flexibly and effectively.

	9- 10.SL.1.	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.	
	9- 10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	
CONTENT ST ANDARD	\$	Speaking and Listening Standards	
BENCHMARK		Presentation of Knowledge and Ideas	
		Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
	9- 10.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Introduce:	
	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECT ATION	9- 10.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Practice:	
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
	9- 10.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Demonstrate proficiency in:	
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.	
		Language Standards	
CONTENT STANDARD			
		Conventions of Standard English	
BENCHMARK GRADE LEVEL	9- 10.L.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECT ATION	9- 10.L.4.	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.	
INDICATOR	9- 10.L.4.a.	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.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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	
		North Dakota Content Standards	
		Language Arts Grade 9 - Adopted: 2017	
CONTENT STANDARD		Reading Standards for Literature/Fiction	
BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECT ATION	9- 10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:	
INDICATOR	9- 10.RL.1.a.	Determine what the text says explicitly and implicitly.	
INDICATOR	9- 10.RL.1.b.	Provide an objective summary of the text.	
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.	
CONTENT STANDARD		Reading Standards for Literature/Fiction	
BENCHMARK		Key Ideas and Details	
GRADE LEVEL	9-	Determine and analyze a theme and/or central idea of texts:	

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details

11	·ПΓ	71/	\sim	٩Т	\sim	
ш	AL	יוע	_ F	-A I	U	г

9- Cite strong and thorough textual evidence.

10.RL.2.c.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9- 10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RL.4.	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9- 10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:	
INDICATOR	9- 10.Rl.2.a.	Determine a theme and/or central idea.	
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.	

CONTENT STANDARD

GRADE LEVEL EXPECT ATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.a.	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.
INDICATOR	9- 10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	9- 10.SL.1.	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.
INDICATOR	9- 10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	9- 10.SL.6.	Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:

INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9- 10.L.4.	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.
INDICATOR	9- 10.L.4.a.	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.
		Language Standards
		Language Standards Vocabulary Acquisition and Use
CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION		

North Dakota Content Standards Language Arts

Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Reading Standards for Informational/Nonfiction Text

31 ANDARD			
BENCHMARK		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXPECT ATION	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXPECT ATION	9- 10.W.2.	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	9- 10.W.2.b.	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 aid comprehension.	
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.	
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXPECT ATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Production, Distribution, and Range of Writing	
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3)	

in standards 1-3.)

GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
CONTENT		Writing Standards
STANDARD		
STANDARD BENCHMARK		Research to Build and Present Knowledge
	9- 10.W.9.	Research to Build and Present Knowledge Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.
GRADE LEVEL		Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills
BENCHMARK GRADE LEVEL EXPECTATION CONTENT		Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	9- 10.SL.1.	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.
INDICATOR	9- 10.SL.1.a.	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.
INDICATOR	9- 10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9- 10.SL.1.c.	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.

CONTENT	Language Standards
STANDARD	

BENCHMARK	IARK Conventions of Standard English	
-----------	--------------------------------------	--

GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL 9- EXPECTATION 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR	Practice:

9-10.L.1.f. Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT **STANDARD**

INDICATOR

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INIDICATOD	0.401.4:	

INDICATOR 9-10.L.1.i. Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

CONTENT STANDARD

Language Standards

BENCHMARK	Knowledge of Language
GRADE LEVEL EXPECTATION	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.

INDICATOR 9-Maintain consistency in style and tone. 10.L.3.a.

CONTENT **STANDARD**

Language Standards

BENCHMARK	Vocabulary Acquisition and Use	
-----------	--------------------------------	--

GRADE LEVEL EXPECTATION	9- 10.L.4.	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.
INDICATOR	9- 10.L.4.a.	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.
CONTENT		Language Standards

STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards Language Arts

Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

CONTENT **STANDARD**

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

CONTENT **STANDARD**

Reading Standards for Informational/Nonfiction Text

BENCHMARK	Key Ideas and Details
GRADE LEVEL EXPECTATION	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:

INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	9- 10.W.2.	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	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10 W 9	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

EXPECTATION 10.W.9. described in 9-10 reading standards.

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	9- 10.SL.1.	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.
INDICATOR	9- 10.SL.1.a.	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.
INDICATOR	9- 10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9- 10.SL.1.c.	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.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	0.101.15	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		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.
INDICATOR	9-	Maintain consistency in style and tone.

CONTENT STANDARD

10.L.3.a.

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.
INDICATOR	0	Use context (e.g., the everall meaning of a contense, paragraph or text; a word's position or function in a contense)

INDICATOR 9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.L.4.a. as a clue to the meaning of a word or phrase.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION		Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Writing Standards

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.

INDICATOR

Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

10.W.7.c.

9-

CO	N٦	E	TΓ
ST	ΑN	IDA	NRD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9-	Integrate information into the text selectively to maintain the flow of ideas.

10.W.8.c.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9- 10.L.1.e.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	0-10 L 1 f	Pasolva issues of compley of contested usage consulting reliable references as needed

9-10.L.1.f. Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT **STANDARD**

OTANDAND		
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CO	NT	ENT	
ST	ΔΝΙ	DARI	1

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

Language Standards

BENCHMARK	Knowledge of Language
	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.

INDICATOR

9-

Maintain consistency in style and tone.

10.L.3.a.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.
INDICATOR	9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

INDICATOR

9-10.L.4.a.

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.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9- 10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION		Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.a.	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.
INDICATOR	9- 10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)

GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9- 10.L.1.e.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10 I 1 i	Explain the function of phrases and clauses in general and their function in specific sentences

CONTENT STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and

CO	NT	EN.	Т
ST	ΔN	DAF	SD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.
INDICATOR	9- 10.L.4.a.	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.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards Language Arts

Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK Key Ideas and Details	
---------------------------------	--

GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.
CONTENT		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL	9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10 W 2 A	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10 W 9	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

EXPECTATION 10.W.9. described in 9-10 reading standards.

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD

Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

INDICATOR 9-10.L.1.f. Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and

CONTENT Language Standards STANDARD

BENCHMARK	Knowledge of Language
GRADE LEVEL EXPECTATION	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.

INDICATOR 9-

Maintain consistency in style and tone.

10.L.3.a.

CO	NT	EN.	Т
ST	ΔN	DAF	SD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.
INDICATOR	9- 10.L.4.a.	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.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

North Dakota Content Standards Language Arts

Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK Key Ideas and Details	
---------------------------------	--

GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.
CONTENT		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL	9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10 W 2 A	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.a.	Use advanced searches effectively.
INDICATOR	9- 10.W.8.b.	Assess the usefulness of each source in answering the research question.
INDICATOR	9-	Integrate information into the text selectively to maintain the flow of ideas.

10.W.8.c.

INDICATOR	9- 10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK

INDICATOR

GRADE LEVEL 9-EXPECTATION 10.L.2. **Conventions of Standard English**

Practice:

INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9- 10.L.3.	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.
INDICATOR	9- 10.L.3.a.	Maintain consistency in style and tone.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9- 10.L.4.	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.
INDICATOR	9- 10.L.4.a.	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.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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
		North Dakota Content Standards Language Arts
		Grade 9 - Adopted: 2017
STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECT ATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

Reading Standards for Informational/Nonfiction Text

Key Ideas and Details

CONTENT STANDARD

BENCHMARK

GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL	9-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.a.	Develop a research question.

INDICATOR 9-Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 10.W.7.c.

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.a.	Use advanced searches effectively.
INDICATOR	9- 10.W.8.b.	Assess the usefulness of each source in answering the research question.
INDICATOR	9- 10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9- 10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECT ATION	Within the context of authentic English writing and speaking

INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	9- 10.L.3.	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.
INDICATOR	9- 10.L.3.a.	Maintain consistency in style and tone.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	9- 10 I <i>4</i>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

BENCHMARK Vo	ocabulary 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.

INDICATOR 9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.L.4.a. as a clue to the meaning of a word or phrase.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017

CONTENT **Writing Standards STANDARD**

BENCHMARK	Text Types and Purposes

GRADE LEVEL EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9- 10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9-	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

10.W.7.c.

CONTENT **STANDARD**

Writing Standards

GRADE LEVEL 9- EXPECTATION 10.W.8. Gather re	elevant information from multiple authoritative print and digital sources.

INDICATOR

Follow a standard format for citation that is appropriate for the discipline and writing type.

10.W.8.e.

CONTENT **STANDARD**

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD

Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

INDICATOR

9-10.L.1.f. Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT **STANDARD**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CO	NT	.EI	١T
ST	ΑN	DA	RD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

Language Standards

BENCHMARK	Knowledge of Language
GRADE LEVEL EXPECTATION	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.

INDICATOR

9-10.L.3.a. Maintain consistency in style and tone.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards Language Arts

Grade 9 - Adopted: 2017

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD

Writing Standards

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXPECT ATION	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

9- Organize complex ideas, concepts, and information to make important connections and distinctions; include 10.W.2.b. formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.

INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9- 10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Writing Standards

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL 9 EXPECTATION 10	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.

INDICATOR

9-10.W.7.c. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD

BENCHMARK	Research to Build and Present Knowledge
	3°

GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9- 10.L.3.	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.
INDICATOR	9- 10.L.3.a.	Maintain consistency in style and tone.

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

North Dakota Content Standards Language Arts

Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9- 10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK Key Ide	and Details
-------------------	-------------

GRADE LEVEL EXPECTATION	9- 10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9- 10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.

Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RL.4.	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9- 10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).
GRADE LEVEL EXPECTATION	9- 10.RL.6.	Analyze how cultural experiences influence particular points of view in diverse works of literature.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD

${\bf Reading\ Standards\ for\ Informational/Nonfiction\ Text}$

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD

Writing Standards

10.W.3.a. of view, and introducing a narrator and/or characters.

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9-	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)

INDICATOR	9- 10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	Practice:

CONTENT STANDARD

Language Standards

BENCHMARK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR 9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.L.4.a. as a clue to the meaning of a word or phrase.

CONTENT STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards Language Arts

Grade 9 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	9- 10.Rl.2.	Determine and analyze a theme and/or central idea of texts:	
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.	
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.	

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9- 10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CO	NT	.EI	١T
ST	ΑN	DA	RD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.a.	Develop a research question.
INDICATOR	9- 10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9- 10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

co	NT	ΕN	ΙT
ST	ΑN	DA	RD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	Q_10 1 f	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
	9-	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and

CO	NT	EN.	Т
ST	ΔN	DAF	SD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		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.
INDICATOR	9-	Maintain consistency in style and tone

INDICATOR

10.L.3.a.

Maintain consistency in style and tone.

CONTENT **STANDARD**

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.
INDICATOR	9- 10.L.4.a.	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.

CONTENT **STANDARD**

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017

CONTENT **STANDARD**

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK	Key Ideas and Details
GRADE LEVEL EXPECT ATION	Determine and analyze a theme and/or central idea of texts:

INDICATOR	9- 10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK	Integration of Knowledge and Ideas
GRADE LEVEL	9-10.RI.7. Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia),
EXPECTATION	including determining which details are emphasized in each account.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR	9- 10.W.1.a.	Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.
INDICATOR	9- 10.W.1.b.	Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	9- 10.W.1.c.	Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.
INDICATOR	9- 10.W.1.f.	Provide a conclusion that follows from and supports the argument presented.

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.a.	Develop a research question.
INDICATOR	9- 10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.a.	Use advanced searches effectively.
INDICATOR	9- 10.W.8.b.	Assess the usefulness of each source in answering the research question.

INDICATOR	9- 10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9- 10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INIDIO A TO D	0.401.41	

INDICATOR 9-10.L.1.i. Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	Practice:

INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9- 10.L.4.	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.
INDICATOR	9- 10.L.4.a.	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.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206
		North Dakota Content Standards
		Language Arts Grade 9 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECT ATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:

Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped

INDICATOR

INDICATOR

9-

10.RI.2.c.

10.RI.2.b. and refined by specific details.

Cite strong and thorough textual evidence.

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD

BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXPECTATION	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
INDICATOR	9- 10.W.1.a.	Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.	
INDICATOR	9- 10.W.1.b.	Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
INDICATOR	9- 10.W.1.c.	Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.	
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.	

IN			Λ-	TΩ	
ш	AL I	и.	А	11	ĸ

9-10.W.1.f. Provide a conclusion that follows from and supports the argument presented.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9- 10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

GRADE LEVEL	9-
EXPECTATION	10.W.6.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.a.	Develop a research question.
INDICATOR	9- 10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.a.	Use advanced searches effectively.
INDICATOR	9- 10.W.8.b.	Assess the usefulness of each source in answering the research question.
INDICATOR	9- 10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9- 10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10 I 1 h	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Display proficiency in:
INDICATOR	9- 10.L.2.d.	Use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements.
INDICATOR	9-10.L.2.f.	Use a colon to introduce a list or quotation.

CONTENT STANDARD

Language Standards

BENCHMARK	Knowledge of Language
GRADE LEVEL 9- EXPECTATION 10.L.3	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.

INDICATOR 9- Maintain consistency in style and tone. 10.L.3.a.

CONTENT STANDARD

Language Standards

BENCHMARK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR 9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.L.4.a. as a clue to the meaning of a word or phrase.

CONTENT STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219
		North Dakota Content Standards
		Language Arts
		Grade 9 - Adopted: 2017
CONTENT		Reading Standards for Informational/Nonfiction Text

CONTENT
STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9- 10.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.Rl.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9- 10.Rl.2.c.	Cite strong and thorough textual evidence.

CONTENT **STANDARD**

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9- 10.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK

GRADE LEVEL EXPECTATION	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9- 10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9- 10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.2.	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	9- 10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9- 10.W.2.b.	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 aid comprehension.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9- 10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9- 10.W.7.a.	Develop a research question.
INDICATOR	9- 10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9- 10.W.8.a.	Use advanced searches effectively.
INDICATOR	9- 10.W.8.b.	Assess the usefulness of each source in answering the research question.
INDICATOR	9- 10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.

INDICATOR	9- 10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9- 10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK

INDICATOR

GRADE LEVEL 9-EXPECTATION 10.L.2. **Conventions of Standard English**

Practice:

INDICATOR
9- Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD

Language Standards

Conventions of Standard English

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Display proficiency in:
INDICATOR	9- 10.L.2.d.	Use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements.

INDICATOR 9-10.L.2.f. Use a colon to introduce a list or quotation.

CONTENT STANDARD

Language Standards

GRADE LEVEL 9- EXPECTATION 10.L.3. 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	Knowledge of Language
		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.

INDICATOR 9- Maintain consistency in style and tone. 10.L.3.a.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.
INDICATOR	9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

CATOR 9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.L.4.a. as a clue to the meaning of a word or phrase.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017

CONTENT Reading Standards for Literature/Fiction STANDARD

BENCHMARK	Key Ideas and Details
GRADE LEVEL EXPECTATION	Read closely to comprehend texts of grade-level appropriate complexity:

INDICATOR	9- 10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9- 10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9- 10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RL.4.	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9- 10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK	Range of F	eading and level of Text Com	plexity	

GRADE LEVEL	9-
EXPECTATION	10.RL.10.

By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.Rl.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		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	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.a.	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.
INDICATOR	9- 10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)

GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9-	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD

Language Standards

10.W.8.e.

BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Introduce:	
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR		Practice:	
INDICATOR	9- 10.L.2.c.		
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	9- 10.L.4.	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.	
INDICATOR	9- 10.L.4.a.	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.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION		Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240	
		North Dakota Content Standards Language Arts Grade 9 - Adopted: 2017	
CONTENT STANDARD		Reading Standards for Literature/Fiction	

BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	9- 10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:	
INDICATOR	9- 10.RL.1.a.	Determine what the text says explicitly and implicitly.	
INDICATOR	9- 10.RL.1.b.	Provide an objective summary of the text.	
INDICATOR	9- 10.RL.1.c.	Cite strong and thorough textual evidence.	

CONTENT Reading Standards for Literature/Fiction STANDARD

STANDARD		
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9- 10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9- 10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details

11	·ПΓ	71/	\sim	٩Т	\sim	
ш	AL	יוע	_ F	-A I	U	г

9- Cite strong and thorough textual evidence.

10.RL.2.c.

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK	Key Ideas and Details		
GRADE LEVEL EXPECTATION	9- 10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of text:	
INDICATOR	9- 10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	
INDICATOR	9- 10.RL.3.b.	Cite strong and thorough textual evidence.	

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.RL.4.	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9- 10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and level of Text Complexity
GRADE LEVEL EXPECTATION	9- 10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	9- 10.RI.2.	Determine and analyze a theme and/or central idea of texts:	
INDICATOR	9- 10.Rl.2.a.	Determine a theme and/or central idea.	
INDICATOR	9- 10.Rl.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.	

CONTENT STANDARD

EXPECT ATIO		clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	9- 10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.

Writing Standards

BENCHMARK Text Types a		Text Types and Purposes
GRADE LEVEL EXPECTATION	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.3.a.	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.
INDICATOR	9- 10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9- 10.W.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
GRADE LEVEL EXPECTATION	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD

Writing Standards

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	Gather relevant information from multiple authoritative print and digital sources.

INDICATOR 9- Follow a standard format for citation that is appropriate for the discipline and writing type. 10.W.8.e.

CONTENT STANDARD

BENCHMARK	Conventions of Standard English	
BENCHWARK	Conventions of Standard English	

GRADE LEVEL EXPECT ATION	9- 10.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Introduce:	
INDICATOR	9- 10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECT ATION	9- 10.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Practice:	
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Demonstrate proficiency in:	
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	9- 10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR		Practice:	
INDICATOR	9- 10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECT ATION	9- 10.L.4.	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.	
INDICATOR	9- 10.L.4.a.	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.	
CONTENT STANDARD		Language Standards	

BENCHMARK

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.