

## 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
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.1.</b>	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>
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
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.3.</b>	<b>Analyze how and why characters and/or textual elements develop and interact over the course of a text:</b>
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 scaffolding as 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.RI.2.a.	Determine a theme and/or central idea.
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.

**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****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 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.
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**CONTENT STANDARD**

**Language Standards**

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

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

**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>

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**

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

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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 STANDARD**                      **Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.1.</b>	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>
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
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.3.</b>	<b>Analyze how and why characters and/or textual elements develop and interact over the course of a text:</b>
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
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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).
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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).
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**CONTENT STANDARD** **Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Range of Reading and level of Text Complexity</b>
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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 scaffolding as needed.
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**CONTENT STANDARD** **Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
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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.
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**CONTENT STANDARD** **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>
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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.
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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.
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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.
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INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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).
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**CONTENT STANDARD** **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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**

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

**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources.</b>
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**

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

**CONTENT STANDARD**

**Language Standards**

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

**CONTENT STANDARD**

**Language Standards**

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

**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
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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**

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

**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>
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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.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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**North Dakota Content Standards  
Language Arts  
Grade 9 - Adopted: 2017**

**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

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

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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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
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INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.
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**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

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

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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).
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**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Range of Reading and level of Text Complexity</b>
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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 scaffolding as needed.
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**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

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

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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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.
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INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.
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**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.3.</b>	<b>Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:</b>
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INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
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INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.
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**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		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 or contested usage, consulting reliable references as needed.

**CONTENT STANDARD****Language Standards**

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>
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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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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 STANDARD** **Reading Standards for Informational/Nonfiction Text**

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

INDICATOR 9-10.RI.1.b. Provide an objective summary of the text.

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

**CONTENT STANDARD** **Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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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.RI.2.c.	Cite strong and thorough textual evidence.
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**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.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
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INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.
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**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	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.
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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.
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INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**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
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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
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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
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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
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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
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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**

**Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>
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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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 STANDARD**

**Reading Standards for Informational/Nonfiction Text**

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

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

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.RI.2.	<b>Determine and analyze a theme and/or central idea of texts:</b>

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.
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INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.
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**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.RI.3.	<b>Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:</b>

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

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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).
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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.
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**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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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**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.7.</b>	<b>Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.</b>

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

**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources.</b>

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

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**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.SL.6.</b>	<b>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.</b>

**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Introduce:</b>

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.
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**CONTENT STANDARD**

**Language Standards**

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

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

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>

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

**Language Standards**

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

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)
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.3.	<b>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.</b>

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

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<b>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.</b>

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.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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**

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

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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INDICATOR	9-10.RL.2.a.	Determine a theme and/or central idea.
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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
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INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.
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**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.3.</b>	<b>Analyze how and why characters and/or textual elements develop and interact over the course of a text:</b>
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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.
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INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.
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**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).
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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).
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**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 scaffolding as needed.
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**CONTENT STANDARD** **Reading Standards for Informational/Nonfiction Text**

**BENCHMARK** **Key Ideas and Details**

GRADE LEVEL EXPECTATION	9-10.RI.2.	<b>Determine and analyze a theme and/or central idea of texts:</b>
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INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
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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.
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**CONTENT STANDARD** **Writing Standards**

**BENCHMARK** **Text Types and Purposes**

GRADE LEVEL EXPECTATION	9-10.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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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.
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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.
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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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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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.)
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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.)
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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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>
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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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Introduce:</b>
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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.
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**CONTENT STANDARD**

**Language Standards**

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

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>

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

**Language Standards**

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

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)
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<b>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.</b>

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.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.6.	<b>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.</b>

**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.RL.1.	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

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

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

INDICATOR	9-10.RL.2.a.	Determine a theme and/or central idea.
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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
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INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.
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**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

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

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.
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INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.
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**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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).
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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).
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**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Range of Reading and level of Text Complexity</b>
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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 scaffolding as needed.
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**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
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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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

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.
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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.
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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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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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.)
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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.)
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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.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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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**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Introduce:</b>
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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**

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

**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
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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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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<b>INDICATOR</b>		<b>Practice:</b>
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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)
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>

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.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.6.</b>	<b>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.</b>

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

**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.1.</b>	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

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

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

INDICATOR	9-10.RL.2.a.	Determine a theme and/or central idea.
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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
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INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.
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**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.
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INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.
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**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 scaffolding as 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.RI.2.a.	Determine a theme and/or central idea.
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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.
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**CONTENT STANDARD**

**Writing Standards**

BENCHMARK		
Text Types and Purposes		

<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.SL.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>
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**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
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.
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**CONTENT STANDARD**                      **Language Standards**

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

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

**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>

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**

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

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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 STANDARD**

**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.1.	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.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.	<b>Determine and analyze a theme and/or central idea of texts:</b>
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.RI.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.	<b>Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:</b>
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.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
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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.
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**CONTENT STANDARD****Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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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.
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**CONTENT STANDARD****Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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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.
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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.
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INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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**CONTENT STANDARD****Writing Standards**

BENCHMARK		Text Types and Purposes
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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.
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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.
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**CONTENT STANDARD****Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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**CONTENT STANDARD**

**Writing Standards**

BENCHMARK		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	9-10.W.7.	<b>Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.</b>

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

**Writing Standards**

BENCHMARK		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	9-10.W.8.	<b>Gather relevant information from multiple authoritative print and digital sources.</b>

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

**Writing Standards**

BENCHMARK		<b>Research to Build and Present Knowledge</b>
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		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	9-10.SL.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

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.
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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.
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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.
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**CONTENT STANDARD**

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Introduce:</b>
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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.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Practice:</b>
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INDICATOR	9-10.L.1.f.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
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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.
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INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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<b>INDICATOR</b>		<b>Practice:</b>
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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)
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.3.	<b>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.</b>
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INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>
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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**

<b>BENCHMARK</b>	<b>Vocabulary Acquisition and Use</b>
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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**

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

INDICATOR 9-10.RI.1.b. Provide an objective summary of the text.

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

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>	<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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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.RI.2.c. Cite strong and thorough textual evidence.

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>	<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.3.</b>	<b>Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:</b>
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INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.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	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.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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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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.)
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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.)
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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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.7.</b>	<b>Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.</b>

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

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources.</b>

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

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**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.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	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 or 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**

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

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**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.3.	<b>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.</b>

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

**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.RI.1.	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

INDICATOR 9-10.RI.1.a. Determine what the text says explicitly and implicitly.

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

**CONTENT STANDARD**                      **Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

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.RI.2.c. Cite strong and thorough textual evidence.

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.3.</b>	<b>Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:</b>

INDICATOR 9-10.RI.3.a. Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.

INDICATOR 9-10.RI.3.b. Cite strong and thorough textual evidence.

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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).

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

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
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>
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
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.7.</b>	<b>Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.</b>
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CONTENT STANDARD****Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.W.8.	<b>Gather relevant information from multiple authoritative print and digital sources.</b>

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

**CONTENT STANDARD****Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>

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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>

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 or contested usage, consulting reliable references as needed.

**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>

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**

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

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

**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<b>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.</b>
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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.6.	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.RL.1.	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>
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.	<b>Determine and analyze a theme and/or central idea of texts:</b>
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.	<b>Analyze how and why characters and/or textual elements develop and interact over the course of a text:</b>
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 scaffolding as needed.

**CONTENT STANDARD****Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9-10.W.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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.)
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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.
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**CONTENT STANDARD**

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>

INDICATOR		<b>Introduce:</b>
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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.
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**CONTENT STANDARD**

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>

INDICATOR		<b>Practice:</b>
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INDICATOR	9-10.L.1.e.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	9-10.L.1.f.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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**CONTENT STANDARD**

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>

INDICATOR		<b>Demonstrate proficiency in:</b>
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INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR		<b>Practice:</b>
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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)
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**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.6.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.1.</b>	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

INDICATOR 9-10.RI.1.a. Determine what the text says explicitly and implicitly.

INDICATOR 9-10.RI.1.b. Provide an objective summary of the text.

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

**CONTENT STANDARD****Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

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.RI.2.c. Cite strong and thorough textual evidence.

**CONTENT STANDARD****Reading Standards for Informational/Nonfiction Text**

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

INDICATOR 9-10.RI.3.b. Cite strong and thorough textual evidence.

**CONTENT STANDARD** **Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>
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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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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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.)
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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.)
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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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.7.</b>	<b>Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.</b>

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

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources.</b>

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

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Introduce:</b>
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**

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

**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
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**

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

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

**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.6.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.1.</b>	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

INDICATOR 9-10.RI.1.a. Determine what the text says explicitly and implicitly.

INDICATOR 9-10.RI.1.b. Provide an objective summary of the text.

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

**CONTENT STANDARD****Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

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.RI.2.c. Cite strong and thorough textual evidence.

**CONTENT STANDARD****Reading Standards for Informational/Nonfiction Text**

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

INDICATOR 9-10.RI.3.b. Cite strong and thorough textual evidence.

**CONTENT STANDARD** **Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>
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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.
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**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.
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**CONTENT STANDARD**

**Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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**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.
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**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.
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INDICATOR	9-10.W.8.b.	Assess the usefulness of each source in answering the research question.
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INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
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INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.
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**CONTENT STANDARD**

**Writing Standards**

BENCHMARK		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD**

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
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GRADE LEVEL EXPECTATION	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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INDICATOR		<b>Introduce:</b>
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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.
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**CONTENT STANDARD**

**Language Standards**

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

**Language Standards**

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

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
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GRADE LEVEL EXPECTATION	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR		<b>Practice:</b>
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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)
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	9- 10.L.3.	<b>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.</b>

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

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9- 10.L.4.	<b>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.</b>

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.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.6.	<b>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.</b>

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

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

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	9- 10.RI.1.	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

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

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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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.RI.2.c. Cite strong and thorough textual evidence.

**CONTENT STANDARD** **Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.3.</b>	<b>Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:</b>

INDICATOR 9-10.RI.3.a. Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.

INDICATOR 9-10.RI.3.b. Cite strong and thorough textual evidence.

**CONTENT STANDARD** **Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

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
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>
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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	

BENCHMARK		Text Types and Purposes
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	

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.
<b>CONTENT STANDARD</b>	<b>Writing Standards</b>	

BENCHMARK		Research to Build and Present Knowledge
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.7.</b>	<b>Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.</b>
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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources.</b>
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**

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

**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Introduce:</b>
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**

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

**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>

<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
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**

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

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

**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<b>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.</b>
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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.6.	<b>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.</b>

**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

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**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.7.</b>	<b>Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.</b>

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

**CONTENT STANDARD****Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources.</b>

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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>

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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>

INDICATOR **Practice:**

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

**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>

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**

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

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**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.3.</b>	<b>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.</b>

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

**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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**

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

**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources.</b>
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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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>

<b>INDICATOR</b>		<b>Introduce:</b>
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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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>

<b>INDICATOR</b>		<b>Practice:</b>
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INDICATOR 9-10.L.1.f. Resolve issues of complex or contested usage, consulting reliable references as needed.

**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>

<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
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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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

<b>INDICATOR</b>		<b>Practice:</b>
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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**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.3.</b>	<b>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.</b>

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

**CONTENT STANDARD** **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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.

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

**CONTENT STANDARD** **Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.1.</b>	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

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**

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

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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**

<b>BENCHMARK</b>		<b>Range of Reading and level of Text Complexity</b>
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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 scaffolding as needed.

**CONTENT STANDARD** **Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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INDICATOR 9-10.RI.2.a. Determine a theme and/or central idea.

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.

**CONTENT STANDARD** **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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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.
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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.
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**CONTENT STANDARD**                      **Writing Standards**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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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.)
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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.)
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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.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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GRADE LEVEL EXPECTATION	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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INDICATOR		<b>Practice:</b>
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INDICATOR	9-10.L.1.f.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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GRADE LEVEL EXPECTATION	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR		<b>Practice:</b>
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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)
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	9-10.L.4.	<b>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.</b>
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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.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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**

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

INDICATOR 9-10.RI.1.b. Provide an objective summary of the text.

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

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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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.RI.2.c. Cite strong and thorough textual evidence.

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

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

INDICATOR 9-10.RI.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.
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**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.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

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.
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**CONTENT STANDARD**

**Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9-10.W.2.	<b>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.</b>

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.
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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.
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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.
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INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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**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****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****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.
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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Introduce:</b>
<b>INDICATOR</b>	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**

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

**CONTENT STANDARD****Language Standards**

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

**CONTENT STANDARD****Language Standards**

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.3.</b>	<b>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.</b>

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

**CONTENT STANDARD****Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.6.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.1.</b>	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

INDICATOR 9-10.RI.1.a. Determine what the text says explicitly and implicitly.

INDICATOR 9-10.RI.1.b. Provide an objective summary of the text.

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

**CONTENT STANDARD****Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

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.RI.2.c.	Cite strong and thorough textual evidence.

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

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

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	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), including determining which details are emphasized in each account.

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

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.

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

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Introduce:</b>
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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.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Practice:</b>
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INDICATOR	9-10.L.1.f.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
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INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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<b>INDICATOR</b>		<b>Practice:</b>
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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)
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>

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.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.6.</b>	<b>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.</b>

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

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.1.</b>	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

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

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

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.
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INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.
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**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.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.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	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.

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

**Writing Standards**

BENCHMARK		Text Types and Purposes
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>

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.
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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.
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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.
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INDICATOR	9- 10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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**CONTENT STANDARD**

**Writing Standards**

BENCHMARK		Text Types and Purposes
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

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.
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INDICATOR	9- 10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD**

**Writing Standards**

BENCHMARK		Production, Distribution, and Range of Writing
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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.)
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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.)
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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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.7.</b>	<b>Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.</b>

INDICATOR	9-10.W.7.a.	Develop a research question.
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INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources.</b>

INDICATOR	9-10.W.8.a.	Use advanced searches effectively.
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INDICATOR	9-10.W.8.b.	Assess the usefulness of each source in answering the research question.
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INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
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INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>

INDICATOR		<b>Practice:</b>
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INDICATOR	9-10.L.1.f.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>

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.

**CONTENT STANDARD** **Language Standards**

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

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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>		<b>Display proficiency in:</b>

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**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.3.	<b>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.</b>

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

**CONTENT STANDARD** **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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 STANDARD**

**Reading Standards for Informational/Nonfiction Text**

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

INDICATOR 9-10.RI.1.b. Provide an objective summary of the text.

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

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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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.RI.2.c. Cite strong and thorough textual evidence.

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

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

INDICATOR 9-10.RI.3.b. Cite strong and thorough textual evidence.

**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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).
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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.
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**CONTENT STANDARD** **Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD** **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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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.
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**CONTENT STANDARD** **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>
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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.
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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.
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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.
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INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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.
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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).
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**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** Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
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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
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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
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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.
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**CONTENT STANDARD**                      **Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Introduce:</b>
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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.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Practice:</b>
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INDICATOR	9-10.L.1.f.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
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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.
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INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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<b>INDICATOR</b>		<b>Practice:</b>
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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)
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>		<b>Display proficiency in:</b>

INDICATOR	9-10.L.2.d.	Use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements.
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INDICATOR	9-10.L.2.f.	Use a colon to introduce a list or quotation.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.3.	<b>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.</b>

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

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.4.	<b>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.</b>

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.
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**CONTENT STANDARD**

**Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.L.6.	<b>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.</b>

**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	9-10.RL.1.	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>

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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

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**

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

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**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.4.</b>	<b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.5.</b>	<b>Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).</b>

**CONTENT STANDARD**

**Reading Standards for Literature/Fiction**

<b>BENCHMARK</b>		<b>Range of Reading and level of Text Complexity</b>
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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 scaffolding as needed.
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**CONTENT STANDARD**

**Reading Standards for Informational/Nonfiction Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RI.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>

INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
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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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>

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.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

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.
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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.
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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.
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INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD**

**Writing Standards**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.4.</b>	<b>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.)</b>

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.)
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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.
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**CONTENT STANDARD**

**Writing Standards**

BENCHMARK		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	9-10.W.8.	<b>Gather relevant information from multiple authoritative print and digital sources.</b>

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

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>

INDICATOR		<b>Introduce:</b>
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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.
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**CONTENT STANDARD**

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>

INDICATOR		<b>Practice:</b>
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INDICATOR	9-10.L.1.f.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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**CONTENT STANDARD**

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	9-10.L.1.	<b>Within the context of authentic English writing and speaking...</b>

INDICATOR		<b>Demonstrate proficiency in:</b>
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INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**

**Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	9-10.L.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

<b>INDICATOR</b>		<b>Practice:</b>
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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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>
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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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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 STANDARD** Reading Standards for Literature/Fiction

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.1.</b>	<b>Read closely to comprehend texts of grade-level appropriate complexity:</b>
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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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.RL.2.</b>	<b>Determine and analyze a theme and/or central idea of texts:</b>
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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.
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**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.
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INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.
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**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 scaffolding as 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.RI.2.a.	Determine a theme and/or central idea.
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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.
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**CONTENT STANDARD**

**Writing Standards**

BENCHMARK		
Text Types and Purposes		

<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.2.</b>	<b>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.</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

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**

<b>BENCHMARK</b>		<b>Production, Distribution, and Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.W.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources.</b>

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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Introduce:</b>
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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.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Practice:</b>
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INDICATOR	9-10.L.1.f.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.1.</b>	<b>Within the context of authentic English writing and speaking...</b>
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<b>INDICATOR</b>		<b>Demonstrate proficiency in:</b>
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INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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<b>INDICATOR</b>		<b>Practice:</b>
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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)
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>9-10.L.4.</b>	<b>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.</b>
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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.
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**CONTENT STANDARD**                      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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