

## Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

### Wyoming Content and Performance Standards

#### Language Arts

Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9-10.4.	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., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD**      **WY.W.9- Writing Standards 10.**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9-10.2.	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.
EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9-10.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
EXPECTATION	W.9-10.3(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; create a smooth progression of experiences or events.
EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.9-10.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.9-10.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	L.9-10.2(c)	Spell correctly.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.9-10.3.	<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>
<b>EXPECTATION</b>	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.9-10.4.	<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>
<b>EXPECTATION</b>	L.9-10.4(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.
<b>EXPECTATION</b>	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9-10.4.	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., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD**      **WY.W.9- Writing Standards 10.**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9-10.2.	<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>
EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9-10.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
EXPECTATION	W.9-10.3(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; create a smooth progression of experiences or events.
EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE      W.9-10.10.      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION      L.9-10.1(b)      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION      L.9-10.2(c)      Spell correctly.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.3.</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>
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EXPECTATION      L.9-10.3(a)      Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION      L.9-10.4(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.

EXPECTATION      L.9-10.4(d)      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Wyoming Content and Performance Standards**  
**Language Arts**  
Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RL.9-10.4.	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., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD**      **WY.RI.9- Reading Standards for Informational Text 10.**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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**CONTENT STANDARD**      **WY.RI.9- Reading Standards for Informational Text 10.**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**     **WY.W.9-10.**     **Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.5.	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.
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GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**     **WY.W.9-10.**     **Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**     **WY.L.9-10.**     **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**     **WY.L.9-10.**     **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**     **WY.L.9-10.**     **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Language Arts

Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.9-10. Reading Standards for Informational Text**

BENCHMARK	Key Ideas and Details	
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CONTENT STANDARD**      **WY.RI.9-10. Reading Standards for Informational Text**

BENCHMARK	Craft and Structure	
GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK	Text Types and Purposes	
GRADE LEVEL EXAMPLE	W.9-10.2.	<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>
EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK	Production and Distribution of Writing	
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK	Research to Build and Present Knowledge	
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GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.SL.9-10. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>SL.9-10.1.</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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EXPECTATION	SL.9-10.1(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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EXPECTATION	SL.9-10.1(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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EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**CONTENT STANDARD**      **WY.SL.9-10. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXAMPLE	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

**Wyoming Content and Performance Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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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EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **WY.SL.9-10. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION      L.9-10.1(b)      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION L.9-10.2(c) Spell correctly.

**CONTENT STANDARD** **WY.L.9-10.** **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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>

EXPECTATION L.9-10.4(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.

EXPECTATION L.9-10.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD** **WY.L.9-10.** **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

**Wyoming Content and Performance Standards**  
**Language Arts**  
Grade 9 - Adopted: 2012

**CONTENT STANDARD** **WY.RL.9-10.** **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

GRADE LEVEL EXAMPLE RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD** **WY.RL.9-10.** **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE RL.9-10.4. 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., how the language evokes a sense of time and place; how it sets a formal or informal tone).

GRADE LEVEL EXAMPLE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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**CONTENT STANDARD**      **WY.RL.9-10. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.3.</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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EXPECTATION	W.9-10.3(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; create a smooth progression of experiences or events.
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EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.9-10.5.	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.
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GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.SL.9- Speaking and Listening Standards**  
**10.**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXAMPLE</b>	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**CONTENT STANDARD**      **WY.L.9- Language Standards**  
**10.**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	L.9-10.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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<b>EXPECTATION</b>	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**CONTENT STANDARD**      **WY.L.9- Language Standards**  
**10.**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	L.9-10.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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<b>EXPECTATION</b>	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**      **WY.L.9- Language Standards**  
**10.**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	L.9-10.4.	<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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<b>EXPECTATION</b>	L.9-10.4(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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<b>EXPECTATION</b>	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9- Language Standards**  
**10.**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	RL.9-10.4.	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., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CONTENT STANDARD**      **WY.W.9- Writing Standards 10.**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
EXPECTATION	W.9-10.3(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; create a smooth progression of experiences or events.
EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.



**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **WY.SL.9-10. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9-10.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9-10.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.9-10.2(c)	Spell correctly.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>	<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
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**Wyoming Content and Performance Standards**  
**Language Arts**  
Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.9-10.**      **Reading Standards for Literature**

<b>BENCHMARK</b>	<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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GRADE LEVEL EXAMPLE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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**CONTENT STANDARD**      **WY.RL.9-10.**      **Reading Standards for Literature**

<b>BENCHMARK</b>	<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RL.9-10.4.	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., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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GRADE LEVEL EXAMPLE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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**CONTENT STANDARD**      **WY.RL.9-10.**      **Reading Standards for Literature**

<b>BENCHMARK</b>	<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9-10.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
EXPECTATION	W.9-10.3(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; create a smooth progression of experiences or events.
EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **WY.SL.9-10. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

BENCHMARK		Conventions of Standard English
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION L.9-10.1(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD** **WY.L.9-10.** **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION L.9-10.2(c) Spell correctly.

**CONTENT STANDARD** **WY.L.9-10.** **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION L.9-10.4(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.

EXPECTATION L.9-10.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD** **WY.L.9-10.** **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**CONTENT STANDARD** **WY.RI.9-10.** **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

GRADE LEVEL EXAMPLE RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

**BENCHMARK**      **Craft and Structure**

**GRADE LEVEL EXAMPLE**      RI.9-10.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

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

**GRADE LEVEL EXAMPLE**      **W.9-10.2.**      **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.**

**EXPECTATION**      W.9-10.2(a)      Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**EXPECTATION**      W.9-10.2(b)      Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**EXPECTATION**      W.9-10.2(d)      Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

**BENCHMARK**      **Production and Distribution of Writing**

**GRADE LEVEL EXAMPLE**      W.9-10.4.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**GRADE LEVEL EXAMPLE**      W.9-10.5.      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.

**GRADE LEVEL EXAMPLE**      W.9-10.6.      Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

**BENCHMARK**      **Research to Build and Present Knowledge**

**GRADE LEVEL EXAMPLE**      W.9-10.7.      Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**GRADE LEVEL EXAMPLE**      W.9-10.8.      Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

**BENCHMARK**      **Range of Writing**

GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.SL.9-10. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.9-10.1.</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>
EXPECTATION	SL.9-10.1(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.
EXPECTATION	SL.9-10.1(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.
EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.9-10.2(c)	Spell correctly.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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>
EXPECTATION	L.9-10.4(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.
EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>	<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

**Wyoming Content and Performance Standards  
Language Arts  
Grade 9 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>	<b>Key Ideas and Details</b>
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<b>GRADE LEVEL EXAMPLE</b>	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>GRADE LEVEL EXAMPLE</b>	RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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<b>GRADE LEVEL EXAMPLE</b>	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>	<b>Craft and Structure</b>
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<b>GRADE LEVEL EXAMPLE</b>	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

<b>BENCHMARK</b>	<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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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<b>EXPECTATION</b>	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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<b>EXPECTATION</b>	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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<b>EXPECTATION</b>	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

**BENCHMARK**      **Research to Build and Present Knowledge**

GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

**BENCHMARK**      **Range of Writing**

GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.SL.9-10. Speaking and Listening Standards**

**BENCHMARK**      **Comprehension and Collaboration**

GRADE LEVEL EXAMPLE	SL.9-10.1.	<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>
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EXPECTATION	SL.9-10.1(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.
EXPECTATION	SL.9-10.1(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.
EXPECTATION	SL.9-10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

**BENCHMARK**      **Conventions of Standard English**

GRADE LEVEL EXAMPLE	L.9-10.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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>

EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

**Wyoming Content and Performance Standards  
Language Arts  
Grade 9 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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>
EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION      L.9-10.1(b)      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION      L.9-10.2(c)      Spell correctly.

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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>

EXPECTATION      L.9-10.4(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.

EXPECTATION      L.9-10.4(d)      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE      L.9-10.6.      Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CONTENT STANDARD**      **WY.RL.9-10.**      **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE      RL.9-10.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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**CONTENT STANDARD**      **WY.RL.9-10. Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RL.9-10.4.	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., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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**CONTENT STANDARD**      **WY.RL.9-10. Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards 10.**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.3.</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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EXPECTATION	W.9-10.3(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; create a smooth progression of experiences or events.
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EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards 10.**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.9-10.5.	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.
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GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards 10.**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text 10.**

**BENCHMARK**      **Craft and Structure**

GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

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

<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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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EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

**BENCHMARK**      **Production and Distribution of Writing**

GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.9-10.5.	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.
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GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

**BENCHMARK**      **Research to Build and Present Knowledge**

GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

**Wyoming Content and Performance Standards**  
**Language Arts**  
Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.9-10. Reading Standards for Informational Text 10.**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CONTENT STANDARD**      **WY.RI.9-10. Reading Standards for Informational Text 10.**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards 10.**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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GRADE LEVEL EXAMPLE	W.9-10.2.	<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>
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EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards 10.**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.9-10.5.	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.
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GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.3.</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>
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EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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>
EXPECTATION	L.9-10.4(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.
EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

**Wyoming Content and Performance Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.9-10.1.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.9-10.2.</b>	<b>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.9-10.3.</b>	<b>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</b>

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.9-10.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b>

**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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>

EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.9-10.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION      L.9-10.2(c)      Spell correctly.

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.3.</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>

EXPECTATION      L.9-10.3(a)      Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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>

EXPECTATION      L.9-10.4(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.

EXPECTATION      L.9-10.4(d)      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Wyoming Content and Performance Standards  
Language Arts  
Grade 9 - Adopted: 2012**

**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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>

EXPECTATION      W.9-10.2(a)      Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.9-10.5.	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.
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GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.9-10.2(c)	Spell correctly.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.3.</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>

EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

**Wyoming Content and Performance Standards**  
**Language Arts**  
Grade 9 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
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<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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>

EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
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<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>

GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.9-10.2(c)	Spell correctly.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.3.</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>
EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

**Wyoming Content and Performance Standards  
Language Arts  
Grade 9 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RL.9-10.4.	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., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXAMPLE	RL.9-10.9.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
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**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD**      **WY.W.9- Writing Standards 10.**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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GRADE LEVEL EXAMPLE	W.9-10.3.	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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EXPECTATION	W.9-10.3(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; create a smooth progression of experiences or events.
EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.9-10.9(a)	Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**     **WY.L.9-10.**     **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**     **WY.L.9-10.**     **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**CONTENT STANDARD**     **WY.RI.9-10.**     **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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**CONTENT STANDARD**     **WY.RI.9-10.**     **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**     **WY.W.9-10.**     **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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>
EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.3.</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>

EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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>

EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CONTENT STANDARD**      **WY.RI.9-10. Reading Standards for Informational Text 10.**

**BENCHMARK**      **Craft and Structure**

GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**      **WY.RI.9-10. Reading Standards for Informational Text 10.**

**BENCHMARK**      **Integration of Knowledge and Ideas**

GRADE LEVEL EXAMPLE	RI.9-10.7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards 10.**

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

<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.1.</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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EXPECTATION	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
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EXPECTATION	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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EXPECTATION	W.9-10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards 10.**

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

<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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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EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	W.9-10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.3.</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>

EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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>

EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.9-10.1.	<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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EXPECTATION	W.9-10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
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EXPECTATION	W.9-10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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EXPECTATION	W.9-10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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EXPECTATION	W.9-10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.9-10.2.	<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>
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EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	W.9-10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9-10.2(b)	Use a colon to introduce a list or quotation.
EXPECTATION	L.9-10.2(c)	Spell correctly.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXAMPLE	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

**Wyoming Content and Performance Standards**  
**Language Arts**  
Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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**CONTENT STANDARD**      **WY.RI.9-10.**      **Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**      **WY.W.9-10.**      **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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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EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>CONTENT STANDARD</b>	<b>WY.W.9-10.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>CONTENT STANDARD</b>	<b>WY.L.9-10.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>

<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.9-10.2(b)	Use a colon to introduce a list or quotation.
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EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.3.</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>
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EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Wyoming Content and Performance Standards**

**Language Arts**

Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.9-10.**      **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXAMPLE	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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GRADE LEVEL EXAMPLE	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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**CONTENT STANDARD**      **WY.RL.9-10. Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	RL.9-10.4.	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., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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GRADE LEVEL EXAMPLE	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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**CONTENT STANDARD**      **WY.RL.9-10. Reading Standards for Literature 10.**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards 10.**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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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EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards 10.**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.3.</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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EXPECTATION	W.9-10.3(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; create a smooth progression of experiences or events.
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EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9-10.5.	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.
GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9-10.2(c)	Spell correctly.

**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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>

EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**      **WY.L.9-10.**      **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

UNIT 9: FORMAL CRITIQUE Week 21 Page 237-240

**Wyoming Content and Performance Standards**  
**Language Arts**  
Grade 9 - Adopted: 2012

**CONTENT STANDARD**      **WY.RL.9-10.**      **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.9-10.1.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.9-10.2.</b>	<b>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.9-10.3.</b>	<b>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</b>

**CONTENT STANDARD**      **WY.RL.9-10.**      **Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.9-10.4.</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., how the language evokes a sense of time and place; how it sets a formal or informal tone).</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.9-10.5.</b>	<b>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</b>

**CONTENT STANDARD**      **WY.RL.9- Reading Standards for Literature 10.**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD**      **WY.W.9- Writing Standards 10.**

BENCHMARK		Text Types and Purposes
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.2.</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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EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**CONTENT STANDARD**      **WY.W.9- Writing Standards 10.**

BENCHMARK		Text Types and Purposes
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.9-10.3.</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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EXPECTATION	W.9-10.3(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; create a smooth progression of experiences or events.
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EXPECTATION	W.9-10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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EXPECTATION	W.9-10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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EXPECTATION	W.9-10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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EXPECTATION	W.9-10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD**      **WY.W.9- Writing Standards 10.**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.9-10.5.	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.
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GRADE LEVEL EXAMPLE	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**      **WY.W.9- Writing Standards 10.**



<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXAMPLE	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD**      **WY.W.9-10. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.9-10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.9-10.2(c)	Spell correctly.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.3.</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>
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EXPECTATION	L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**      **WY.L.9-10. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.9-10.4.</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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EXPECTATION	L.9-10.4(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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EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT  
STANDARD**

**WY.L.9-  
10. Language Standards**

<b>BENCHMARK</b>	<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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