Main Criteria: Structure and Style for Students

Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grade: 9

#### 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 WY.RL.9- Reading Standards for Literature STANDARD 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- 10.	Reading Standards for Literature

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 WY.RL.9- Reading Standards for Literature STANDARD 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 WY.W.9- Writing Standards STANDARD 10.

10.2(a)

BENCHMARK	Text Types and Purposes
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION W.9- 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.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.L.9- 10.	Language Standards
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).
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.
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.
BENCHMARK		Vocabulary Acquisition and Use
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
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.
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.
BENCHMARK		Knowledge of Language
CONTENT STANDARD	WY.L.9- 10.	Language Standards
EXPECTATION	L.9- 10.2(c)	Spell correctly.
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK		Conventions of Standard English
CONTENT STANDARD	WY.L.9- 10.	Language Standards
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.
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK		Conventions of Standard English
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
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.
BENCHMARK		Range of Writing

CONTENT

WY.W.9- Writing Standards

**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

WY.RL.9- Reading Standards for Literature

STANDARD 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

WY.RL.9- Reading Standards for Literature

**STANDARD** 

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

#### WV RL 9. Reading Standards for Literature

comprehension.

	NDARD	WY.RL.9- 10.	Reading Standards for Literature
BEN	ICHMARK		Range of Reading and Level of Text Complexity
	DE LEVEL	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.
	TENT NDARD	WY.W.9- 10.	Writing Standards
BEN	ICHMARK		Text Types and Purposes
	ADE LEVEL MPLE	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.
EXP	ECTATION	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

**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.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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
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
		Language Standards  Knowledge of Language
STANDARD		
STANDARD  BENCHMARK  GRADE LEVEL	10.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make
BENCHMARK  GRADE LEVEL EXAMPLE	L.9- 10.3.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT	L.9- 10.3. L.9- 10.3(a)	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  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.
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT STANDARD	L.9- 10.3. L.9- 10.3(a)	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  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.  Language Standards
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	L.9- 10.3. L.9- 10.3(a) WY.L.9- 10.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  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.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE	L.9- 10.3(a) WY.L.9- 10.4.	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  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.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION	L.9- 10.3(a)  WY.L.9- 10.4.  L.9- 10.4(a)	Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  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.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

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	WY.RL.9-	Reading	Standards 1	for Literature
STANDARD	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	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.

### CONTENT WY.RL.9- Reading Standards for Literature STANDARD 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).

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

BENCHMARK	Range of Reading and Level of Text Complexity
GRADE LEVEL RL.9- EXAMPLE 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 WY.RI.9- Reading Standards for Informational Text STANDARD 10.

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 WY.RI.9- Reading Standards for Informational Text STANDARD 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).
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
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.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		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

#### Language Arts

Grade 9 - Adopted: 2012

CONTENT	WY.RI.9-	Reading	Standards for	<b>Informational Text</b>
STANDARD	10.			

CONTENT

STANDARD

**BENCHMARK** 

10.

WY.W.9- Writing Standards

Research to Build and Present Knowledge

	10.	
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.	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-	distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
	W.9- 10.2(a)	distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
EXPECTATION	W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d)	distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION  EXPECTATION  CONTENT	W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d)	distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION  EXPECTATION  CONTENT STANDARD	W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d)	distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Subject, demonstrating understanding of the subject under investigation.  GRADE LEVEL  W9- EXAMPLE  10.8. See set in several information from multiple authoritative print and digital sources, using advanced searches a assess the usefulness of each source in answering the research question; integrate information into the lex selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  CONTENT STANDARD  BENCHMARK  Range of Writing  GRADE LEVEL  W9- EXAMPLE  10.10. Writing Standards  CONTENT STANDARD  TO STANDARD  CONTENT STANDARD  EXAMPLE  SL-9- Speaking and Listening Standards  Comprehension and Collaboration  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL  SL-9- SL-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in growth and expressing their own clearly and persuasively.  EXPECTATION  SL-9-  Come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to avidence from texts and other research on the topic or issue to stimulate a thou veil-reasoned exchange of ideas.  EXPECTATION  SL-9- Propet conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and continued to a standard to a			
assess the usefulness of each source in answering the research question; integrate information into the lex selectively to maintain the flow of ideas, avoiding plagitarism and following a standard format for citation.  CONTENT 10.  BENCHMARK Range of Writing  GRADE LEVEL 20.  W.9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frame single sitting or a day or two) for a range of tasks, purposes, and audiences.  CONTENT 30.0.  BENCHMARK Comprehension and Collaboration  GRADE LEVEL 51.9- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groen a day or two) for a day or two) for a grades 9-10 topics, texts, and issues, building on other and expressing their own clearly and persuasively.  EXPECTATION 51.9- 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 though the integration of the searched 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 though the searched 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 though the searched 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 though the searched 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 though the searched 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 though the searched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to		W.9-10.7.	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
BENCHMARK  Range of Writing  GRADE LEVEL W9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frame standers.  CONTENT STANDARD 10.  Speaking and Listening Standards  Comprehension and Collaboration  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL SL9- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in gro teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other and expressing their own clearly and persuasively.  EXPECTATION SL9- 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 thou well-reasoned exchange of ideas.  EXPECTATION SL9- Propel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and con well-reasoned, qualify or justify their own views and understanding and make new connections in light of the evidence discussion and clarify, verify, or challenge ideas and con warranded, qualify or justify their own views and understanding and make new connections in light of the evidence discussion and clarify, verify, or challenge ideas and con warranded, qualify or justify their own views and understanding and make new connections in light of the evidence discussion and clarify.  CONTENT WY.S.L9- Speaking and Listening Standards  GRADE LEVEL SL9- Presentation of Knowledge and Ideas  GRADE LEVEL SL9- Presentation of Knowledge and Ideas  Fresholand WY.L9- Language Standards  10. Language Standards  10. Language Standards  EXPECTATION L9- Use context (e.g., the overall meaning of unknown and multiple-meaning words and phrases based grades 9-10 reading and content, choosing flexibly from a range of strategies.			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.
W.S.L.9- EXAMPLE  W.9- EXAMPLE  L.9- EXAMPLE  L.9- EXAMPLE  L.9- EXAMPLE  W.9- EXAMPLE  W.9- EXAMPLE  L.9- EXAMPLE  W.9- EXAMPLE  L.9- EXAMPLE  W.9- EXAMPLE  W.9- EXAMPLE  W.9- EXAMPLE  W.9- EXAMPLE  L.9- EXPECTATION  SL.9- Fropel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and contains and reasoning presented.  EXPECTATION  SL.9- Fropel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and contains and reasoning presented.  EXPECTATION  SL.9- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, who warranted, qualify or justify their own views and understanding and make new connections in light of the evand reasoning presented.  CONTENT  STANDARD  W.SL.9- Speaking and Listening Standards  10  Presentation of Knowledge and Ideas  Presentation of Knowledge and Ideas  EXAMPLE  W.Y.L.9- EXAMPLE  W.Y.L.9- EXAMPLE  W.Y.L.9- EXAMPLE  Language Standards  Vocabulary Acquisition and Use  GRADE LEVEL  GRADE LEVEL  L.9- EXAMPLE  U.9- EXAMPLE  U.			Writing Standards
EXPECTATION  SL9- Propel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and contents TANDARD  EXPECTATION  SL9- Propel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and contents TANDARD  EXPECTATION  SL9- Propel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and contents and reasoning presented.  EXPECTATION  SL9- Propel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and contents and interest and in	ENCHMARK		Range of Writing
BENCHMARK  Comprehension and Collaboration  GRADE LEVEL SL.9- EXAMPLE  SL.9- 10.1.  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 thou well-reasoned exchange of ideas.  EXPECTATION  SL.9- 10.1(a)  Propel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and contents  EXPECTATION  SL.9- 10.1(d)  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, who warranted, qualify or justify their own views and understanding and make new connections in light of the evand reasoning presented.  CONTENT  STANDARD  To.4.  Presentation of Knowledge and Ideas  Presentation of Knowledge and Ideas  GRADE LEVEL  SL.9- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners of the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT  WY.L.9- Language Standards  To.4.  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION  L9-  Use context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a section of the context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence, paragraph, or text, a word's position or function in a sentence.			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.
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groteacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other and expressing their own clearly and persuasively.    EXPECTATION   SL9-	—		Speaking and Listening Standards
EXPECTATION  SL.9- 10.1(a)  EXPECTATION  SL.9- 10.1(b)  EXPECTATION  SL.9- 10.1(c)  Propel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and contents and understanding and make new connections in light of the evand reasoning presented.  EXPECTATION  SL.9- 10.1(d)  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, what warranted, qualify or justify their own views and understanding and make new connections in light of the evand reasoning presented.  CONTENT STANDARD  The separation of Knowledge and Ideas  Presentation of Knowledge and Ideas  Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners or the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT STANDARD  The separation of Knowledge and Ideas  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners or the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT STANDARD  The line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT STANDARD  Vocabulary Acquisition and Use  BENCHMARK  Vocabulary Acquisition and Use  EXAMPLE  L9-  grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION  L9-  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence.	ENCHMARK		Comprehension and Collaboration
EXPECTATION SL9- 10.1(a) preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thou well-reasoned exchange of ideas.  EXPECTATION SL9- 10.1(c) Propel conversations by posing and responding to questions that relate the current discussion to broader larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and con warranted. Propel to diverse perspectives, summarize points of agreement and disagreement, and, who warranted, qualify or justify their own views and understanding and make new connections in light of the evand reasoning presented.  CONTENT STANDARD 10.  BENCHMARK Presentation of Knowledge and Ideas  GRADE LEVEL SL9- EXAMPLE 10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners of the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT STANDARD 10.  BENCHMARK Vocabulary Acquisition and Use  GRADE LEVEL L.9- EXAMPLE 1.9- 10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION L.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sexpectation.			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.
EXPECTATION  SL.9- 10.1(d)  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, wh warranted, qualify or justify their own views and understanding and make new connections in light of the evand reasoning presented.  CONTENT STANDARD  WY.SL.9- Speaking and Listening Standards 10.  Presentation of Knowledge and Ideas  GRADE LEVEL EXAMPLE  SL.9- EXAMPLE  10.4.  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners of the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT STANDARD  WY.L.9- Language Standards  Vocabulary Acquisition and Use  GRADE LEVEL EXAMPLE  L.9- Betermine or clarify the meaning of unknown and multiple-meaning words and phrases based grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION  L.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence.			preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,
10.1(d) warranted, qualify or justify their own views and understanding and make new connections in light of the evand reasoning presented.  CONTENT STANDARD  WY.SL.9- Speaking and Listening Standards  BENCHMARK  Presentation of Knowledge and Ideas  GRADE LEVEL SL.9- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners of the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT STANDARD  WY.L.9- Language Standards  Vocabulary Acquisition and Use  GRADE LEVEL L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION  L.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence.			Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK  Presentation of Knowledge and Ideas  GRADE LEVEL SL.9- EXAMPLE 10.4.  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners of the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT STANDARD 10.  BENCHMARK  Vocabulary Acquisition and Use  GRADE LEVEL EXAMPLE  L.9- EXAMPLE  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION  L.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence.			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.
GRADE LEVEL SL.9- EXAMPLE 10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners of the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT STANDARD 10.  BENCHMARK Vocabulary Acquisition and Use  GRADE LEVEL EXAMPLE L.9- 10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION L.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence.			Speaking and Listening Standards
the line of reasoning and the organization, development, substance, and style are appropriate to purpose, and task.  CONTENT STANDARD WY.L.9- TORDING WY.L.9-	ENCHMARK		Presentation of Knowledge and Ideas
BENCHMARK  Vocabulary Acquisition and Use  GRADE LEVEL EXAMPLE  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION  L.9-  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence.			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.
GRADE LEVEL EXAMPLE  L.9- 10.4.  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION L.9-  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence.			Language Standards
EXAMPLE 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies.  EXPECTATION L.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence.	ENCHMARK		Vocabulary Acquisition and Use
		_	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
10.4(a) as a clue to the meaning of a word or phrase.		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- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning the inferred meaning of a word or phrase (e.g., by checking the inferred meaning the inferred meaning the inferred me			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	WY.L.9-	Language Standards
CT VND VDD	10	

BENCHMARK		Vocabulary Acquisition and Use
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 2: WRITING FROM NOTES Week 2 Page 17-26

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

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

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 WY.RI.9- Reading Standards for Informational Text STANDARD 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).

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

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 ST ANDARD	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.	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		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use
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 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

#### Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

CONTENT WY.RL.9- Reading Standards for Literature STANDARD 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 WY.RL.9- Reading Standards for Literature STANDARD 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- 10.	Reading Standards for Literature
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- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
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.
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.	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		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use
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 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

CONTENT	WY.RL.9-	Reading	<b>Standards</b>	for	Literature
STANDARD	10				

STANDARD	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 ST ANDARD	WY.RL.9- 10.	Reading Standards for Literature
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- 10.	Reading Standards for Literature
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- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
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.
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-	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	10.3(b)	experiences, events, and/or enalgeters.
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- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of 10.3(e) the narrative.

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

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.	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		Vocabulary Acquisition and Use

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)	se context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) s 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	
BENCHMARK		Vocabulary Acquisition and Use	
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 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

CONTENT WY.RL.9- Reading Standards for Literature STANDARD 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 WY.RL.9- Reading Standards for Literature STANDARD 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	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 WY.RL.9- Reading Standards for Literature STANDARD 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- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
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.
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.	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		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use
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 WY.RI.9- Reading Standards for Informational Text STANDARD 10.

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	WY.RI.9-	Reading Standards for Informational Text
CT VND VDD	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 sechnical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the anguage 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.		
CONTENT STANDARD	WY.SL.9- 10.	Speaking and Listening Standards		
BENCHMARK		Comprehension and Collaboration		
GRADE LEVEL EXAMPLE	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
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 o 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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	WY.L.9- 10.	Language Standards		
BENCHMARK		Vocabulary Acquisition and Use		
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.		
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		Language Standards
STANDARD	10.	

BENCHMARK		Vocabulary Acquisition and Use
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 7 Page 69-78

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

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

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 WY.RI.9- Reading Standards for Informational Text STANDARD 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).

# CONTENT WY.W.9- Writing Standards STANDARD 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.

# CONTENT WY.W.9- Writing Standards STANDARD 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.)
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.
CONTENT STANDARD	WY.SL.9- 10.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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-	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.
za ze a men	10.1(c)	larger rueas, actively incorporate others into the discussion, and clamy, verify, or challenge rueas and conclusions.
EXPECTATION	10.1(c) 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.
	SL.9-	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
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.

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		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use
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 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
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.
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.

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 ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
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 WY.L.9- Language Standards STANDARD 10.

BENCHMARK

Vocabulary Acquisition and Use

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 5: WRITING FROM PICTURES Week 9 Page 89-98

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

CONTENT WY.RL.9- Reading Standards for Literature

STANDARD 10.

BENCHMARK		Key Ideas and Details
GRADE LEVEL	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.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
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).
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
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- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
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.
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.
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.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		Vocabulary Acquisition and Use
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.
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EXAMPLE	<b>10.4.</b>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT	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.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT	L.9- 10.4(a) L.9- 10.4(d)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
EXAMPLE  EXPECTATION  EXPECTATION  CONTENT STANDARD	L.9- 10.4(a) L.9- 10.4(d)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  Language Standards  Vocabulary Acquisition and Use

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

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

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.	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

Research to Build and Present Knowledge

BENCHMARK

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.
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		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use

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

CONTENT WY.W.9- Writing Standards STANDARD 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.

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

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

STANDARD	10.	
BENCHMARK		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use
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 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

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

WY.L.9- Language Standards

CONTENT

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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	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.
CONTENT ST ANDARD	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.

 $\ writing \ or \ presentations.$ 

CONTENT ST ANDARD	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.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use

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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.

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

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

comprehension.

GRADE LEVEL

**EXAMPLE** 

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

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		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	WY.L.9- 10.	Language Standards
BENCHMARK	li di	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 ST ANDARD	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.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
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 7: INVENTIVE WRITING Week 14 Page 139-144

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

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

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, focusion 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 effective 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 ST ANDARD	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
		Language Standards  Conventions of Standard English
STANDARD		
STANDARD  BENCHMARK  GRADE LEVEL	10.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE	L.9- 10.2.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT	L.9- 10.2. L.9- 10.2(c)	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT STANDARD	L.9- 10.2. L.9- 10.2(c)	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.  Language Standards
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	L.9- 10.2. L.9- 10.2(c) WY.L.9- 10.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.  Language Standards  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXAMPLE	L.9- 10.2. L.9- 10.2(c) WY.L.9- 10.3.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly.  Language Standards  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual)

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

#### UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

### Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

WY.RL.9- Reading Standards for Literature

CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
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- 10.	Reading Standards for Literature
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- 10.	Reading Standards for Literature
DENGLIMABIC		the same of the same to the sa

**BENCHMARK** Integration of Knowledge and Ideas **GRADE LEVEL** RL.9-Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a **EXAMPLE** 10.9. theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXAMPLE	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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- 10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 ST ANDARD	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- 10.2.	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		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use
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 8: FORMAL ESSAY MODELS Week 16 Page 161-182
		Wyoming Content and Performance Standards  Language Arts  Grade 9 - Adopted: 2012
CONTENT	WY.RI.9- 10.	Language Arts
		Language Arts Grade 9 - Adopted: 2012
STANDARD	10.	Language Arts Grade 9 - Adopted: 2012  Reading Standards for Informational Text
BENCHMARK GRADE LEVEL	<b>10.</b> RI.9-10.1.	Language Arts Grade 9 - Adopted: 2012  Reading Standards for Informational Text  Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences
BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL	RI.9-10.1.	Language Arts Grade 9 - Adopted: 2012  Reading Standards for Informational Text  Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE  GRADE LEVEL	RI.9-10.1.  RI.9-10.2.	Language Arts Grade 9 - Adopted: 2012  Reading Standards for Informational Text  Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are
BENCHMARK  GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE  CONTENT	RI.9-10.1.  RI.9-10.2.  RI.9-10.3.	Language Arts Grade 9 - Adopted: 2012  Reading Standards for Informational Text  Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  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

**BENCHMARK** 

10.

WY.W.9- Writing Standards

**Text Types and Purposes** 

GRADE LEVEL	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		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.
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.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use
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 8: FORMAL ESSAY MODELS Week 17 Page 183-194
		Wyoming Content and Performance Standards

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

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

BENCHMARK Key Id	Ideas and Details
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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.RI.9- 10.	Reading Standards for Informational Text
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.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
		Writing Standards  Text Types and Purposes
STANDARD		
STANDARD BENCHMARK GRADE LEVEL	10. W.9-	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning
BENCHMARK  GRADE LEVEL EXAMPLE	W.9- 10.1.	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION	W.9- 10.1. W.9- 10.1(a)	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  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.  Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION	W.9- 10.1(a) W.9- 10.1(b) W.9-	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  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.  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.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
BENCHMARK GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION	W.9- 10.1(a) W.9- 10.1(b) W.9- 10.1(d)	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  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.  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.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
BENCHMARK GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  EXPECTATION  CONTENT	W.9- 10.1(a) W.9- 10.1(b) W.9- 10.1(d) W.9- 10.1(e)	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  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.  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.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Provide a concluding statement or section that follows from and supports the argument presented.
BENCHMARK  GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  EXPECTATION  CONTENT STANDARD	W.9- 10.1(a) W.9- 10.1(b) W.9- 10.1(d) W.9- 10.1(e)	Text Types and Purposes  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  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.  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.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Provide a concluding statement or section that follows from and supports the argument presented.  Writing Standards

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.
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 ST ANDARD	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 ST ANDARD	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.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		
DENTOTION		Vocabulary Acquisition and Use
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.
GRADE LEVEL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
GRADE LEVEL EXAMPLE	<b>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.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
GRADE LEVEL EXAMPLE  EXPECTATION	L.9- 10.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  CONTENT	L.9- 10.4(a) L.9- 10.4(d)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

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

### Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

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

STANDARD

10.

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	WY.RI.9-	Reading Standards for Informational Text

DENGUMARK		Oraft and Chrystania
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 ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
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.
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.
EXPECTATION	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
BENCHMARK  GRADE LEVEL EXAMPLE	W.9- 10.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
GRADE LEVEL EXAMPLE	<b>10.2.</b> W.9-	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
GRADE LEVEL EXAMPLE  EXPECTATION	W.9- 10.2(a)	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION	W.9- 10.2(a) 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.  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION	W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d)	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
GRADE LEVEL EXAMPLE  EXPECTATION  EXPECTATION  EXPECTATION	W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d) W.9- 10.2(e)	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION  EXPECTATION  EXPECTATION  EXPECTATION  EXPECTATION  CONTENT	W.9- 10.2(a)  W.9- 10.2(b)  W.9- 10.2(d)  W.9- 10.2(e)  W.9- 10.2(f)	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  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).

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.
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(b)	Use a colon to introduce a list or quotation.
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.
CONTENT	WY.L.9- 10.	Language Standards
STANDARD	10.	
ST ANDARD BENCHMARK	10.	Vocabulary Acquisition and Use

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
BENCHMARK		Vocabulary Acquisition and Use
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 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
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.9-10.1.	Key Ideas and Details  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		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences
GRADE LEVEL EXAMPLE  GRADE LEVEL	RI.9-10.2.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
GRADE LEVEL EXAMPLE  GRADE LEVEL EXAMPLE  GRADE LEVEL	RI.9-10.2. RI.9-10.3.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are

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 WY.W.9- Writing Standards STANDARD 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		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.
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(b)	Use a colon to introduce a list or quotation.
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.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
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.
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
BENCHMARK		Vocabulary Acquisition and Use
	1 9-10 6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
GRADE LEVEL EXAMPLE	2.3 10.0.	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.

### Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

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

10.3(a) 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- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course						
BENCHMARK  Craft and Structure  GRADE LEVEL RL.9- Determine the meaning of words and phrases as they are used in the text, including figurative and comorative meanings; analyze the curvilative 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 RL.9- EXAMPLE 10.5-  Manalyze how an author's choices concerning how to situcture 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  10.5-  Range of Reading and Level of Text Complexity  GRADE LEVEL RL.9- EXAMPLE 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  Text Types and Purposes  GRADE LEVEL WY.9- Writing Standards  Text Types and Purposes  EXPECTATION W9- 10.2(d)  Writing Informative/explanatory texts to examine and convey complexideas, concepts, and information clerify and accurately through the effective selection, organization, and analysis of content.  EXPECTATION W9- Writing Standards  Text Types and Purposes  EXPECTATION W9- Writing Standards  Text Types and Purposes  EXPECTATION W9- Use practise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION W9- Use narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  EXPECTATION W9- 10.3(d) Use narrative stodevelop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  EXPECTATION W9- Use narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and vell-structured event sequences.  EXPECTATION W9- Use practise words and phrases, telling details, and sensory l						
GRADE LEVEL EXAMPLE 10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connomitive 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 itsels a formal or informal tone).  GRADE LEVEL RL9- EXAMPLE 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 TYMDARM Range of Reading and Level of Text Complexity  BENCHMARK Range of Reading and Level of Text Complexity  BYM.9- STANDARD 10.  WY.W.9- STANDARD 10.  WYW.9- STANDARD 10.  WYW.9- STANDARD 10.  Witting Standards  Text Types and Purposes  GRADE LEVEL W9- EXAMPLE 10.2. Wifting 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 W9- Use precise language and domain-specific vocabulary to manage the complexity of the topic.  CONTENT  Text Types and Purposes  GRADE LEVEL W9- LO2d) Writing Standards 10.  WYW.9- STANDARD  Writing Standards 10.  Wifting Standards 10.  SENDERHARK  Text Types and Purposes  GRADE LEVEL W9- LO2d) Writing Standards 10.  Wifting Standards 10.  Wifting Standards 10.  Were precise language and domain-specific vocabulary to manage the complexity of the topic.  CONTENT Use precise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION W9- Use precise language and silent the reader by setting out a problem situation, or observation, establishing one or multiple point of view, and innoducing a narrator and/or characters; create a smooth progression of experiences or events.  EXPECTATION W9- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  EXPECTATION W9- Use a variety of techniques to sequ			Reading Standards for Literature			
EXAMPLE 10.4. 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 informatione).  GRADE LEVEL R1.9. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and maripulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  CONTENT 10.5. Reading Standards for Literature 10.6. Range of Reading and Level of Text Complexity  GRADE LEVEL R1.9. 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 10.0. Writing Standards  Text Types and Purposes  GRADE LEVEL W9.9. 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 W9. Writing Standards  Text Types and Purposes  GRADE LEVEL W9.9. Writing Standards  Text Types and Purposes  GRADE LEVEL W9.9. Writing Standards  Text Types and Purposes  GRADE LEVEL W9.9. Writing Standards  Text Types and Purposes  GRADE LEVEL W9.9. Writing Standards  Text Types and Purposes  GRADE LEVEL W9.9. Writing Standards  EXPECTATION W9. Writing Standards  Text Types and Purposes  GRADE LEVEL W9.9. Writing Standards  EXPECTATION W9. Use precise language and domain specific vocabulary to manage the complexity of the topic.  EXPECTATION W9. Use narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  EXPECTATION W9. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; treate a smooth progression of experiences or events.  EXPECTATION W9. Use a variety of techniques to sequence events so that they buil	BENCHMARK		Craft and Structure			
EXAMPLE 10.5. manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  CONTENT STANDARD 10.  Range of Reading and Level of Text Complexity  GRADE LEVEL RL9- EXAMPLE 10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 etxt complexity band proficiently, with scaffolding as needed at the high end of the range.  CONTENT STANDARD 10.  WY.W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Clearly and accurately through the effective selection, organization, and analysis of content.  EXPECTATION W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- Work and introducting a narrative story and problem, situation, or observation, establishing one or multiple point of view, and introducting a narrative and/or charactiers, create a smooth progression of experiences or events.  EXPECTATION W.9- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or charactiers.  EXPECTATION W.9- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  EXPECTATION W.9- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experience events, setting, and/or characters.			anings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language			
BENCHMARK  Range of Reading and Level of Text Complexity  GRADE LEVEL RL9- EXAMPLE 10.10. Ext complexity band proficiently, with scaffolding as needed at the high end of the range.  CONTENT WY.W.9- STANDARD 10. Writing Standards 10. Writing S						
BENCHMARK  Text Types and Purposes  EXPECTATION  WY.W.9- Writing Standards  Text Types and Purposes  Writing Standards  Wy.W.9- 10.2(d)  Writing Standards  Writing Standards  Writing Standards  Writing Standards  Text Types and Purposes  Writing Standards  Writing Standards  Writing Standards  Text Types and Purposes  Writing Standards  Text Types and Purposes  Writing Standards  Text Types and Purposes  Text Types and Purposes  BENCHMARK  Text Types and Purposes  Text Types an			Reading Standards for Literature			
EXAMPLE 10.10. text complexity band proficiently, with scaffolding as needed at the high end of the range.  CONTENT STANDARD 10.  Writing Standards 10.  Text Types and Purposes  GRADE LEVEL EXAMPLE 10.2. Wite 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(d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.  CONTENT STANDARD 10.  Text Types and Purposes  GRADE LEVEL N.9- Writing Standards 10.  BENCHMARK Text Types and Purposes  GRADE LEVEL N.9- chosen details, and well-structured event sequences.  EXPECTATION W.9- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  EXPECTATION W.9- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  EXPECTATION W.9- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  EXPECTATION W.9- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.	BENCHMARK		Range of Reading and Level of Text Complexity			
BENCHMARK  Text Types and Purposes  GRADE LEVEL EXAMPLE  10.2. Wite 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(d)  Wse precise language and domain-specific vocabulary to manage the complexity of the topic.  CONTENT ST ANDARD  Text Types and Purposes  GRADE LEVEL W.9- 10.3. Writing Standards  Text Types and Purposes  GRADE LEVEL M.9- 10.3. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  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- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course						
GRADE LEVEL EXPECTATION W.9- 10.2. Writing Standards  Text Types and Purposes  GRADE LEVEL EXAMPLE  W.9- 10.3. Writing Standards  Text Types and Purposes  GRADE LEVEL EXAMPLE  W.9- 10.3. Writing Standards  GRADE LEVEL EXAMPLE  W.9- 10.3. Writing Standards  Text Types and Purposes  GRADE LEVEL EXAMPLE  W.9- 10.3. Writing Standards  EXPECTATION W.9- 10.3. Writing Standards  Writing Standards  Text Types and Purposes  GRADE LEVEL W.9- 10.3. Writing Standards  EXPECTATION W.9- 10.3. Writing Standards  EXPECTATION W.9- 10.3. Use parative text of develop real or imagined experiences or events using effective technique, well- example  EXPECTATION W.9- 10.3(a) 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- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course			Writing Standards			
EXPECTATION W9- 10.3(a) W9- 10.3(a) W9- 10.3(a) W9- 10.3(b) W9- 10.3(c) Use precise language and domain-specific vocabulary to manage the complexity of the topic.  EXPECTATION W9- 10.3(a) W9- 10.3(b) W9- 10.3(c) W9- 10.3(c) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  EXPECTATION W9- 10.3(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  EXPECTATION W9- 10.3(c) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.  EXPECTATION W9- 10.3(d) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course	BENCHMARK		Text Types and Purposes			
CONTENT STANDARD 10. Writing Standards  Text Types and Purposes  GRADE LEVEL EXAMPLE 10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  EXPECTATION W.9- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  EXPECTATION W.9- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  EXPECTATION W.9- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  EXPECTATION W.9- 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- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course						
BENCHMARK  Text Types and Purposes  GRADE LEVEL   W.9-   Lose narratives to develop real or imagined experiences or events using effective technique, well-example  EXPECTATION   W.9-   Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  EXPECTATION   W.9-   Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  EXPECTATION   W.9-   Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  EXPECTATION   W.9-   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-   Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course	EXPECTATION		Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
CRADE 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.  EXPECTATION  W.9- 10.3(a)  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points 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.			Writing Standards			
EXPECTATION W.9- 10.3(a) 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(b) 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(c) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences are vents, setting, and/or characters.  EXPECTATION W.9- 10.3(d) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course	BENCHMARK		Text Types and Purposes			
10.3(a) 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- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course						
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(c)  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- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course	EXPECTATION		Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(sof view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
EXPECTATION W.9- 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- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course	EXPECTATION					
10.3(d) events, setting, and/or characters.  EXPECTATION W.9- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course						
	EXPECTATION		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			
10.3(e) the narrative.		10.3(c) W.9-	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences			

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 ST ANDARD	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 ST ANDARD	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.

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.
WY.L.9- 10.	Language Standards
	Vocabulary Acquisition and Use
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.
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.
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).
WY.L.9- 10.	Language Standards
	Vocabulary Acquisition and Use
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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	10.3(a)  WY.L.9- 10.  L.9- 10.4(a)  L.9- 10.4(d)  WY.L.9- 10.

# Wyoming Content and Performance Standards Language Arts

Grade 9 - Adopted: 2012

CONTENT WY.RL.9- Reading Standards for Literature STANDARD 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 WY.RL.9- Reading Standards for Literature STANDARD 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	WY.RL.9-	Reading	<b>Standards</b>	for	Literature
CT VND VDD	10				

CONTENT WY.W.9- Writing Standards STANDARD 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 ext complexity band proficiently, with scaffolding as needed at the high end of the range.	
CONTENT ST ANDARD	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(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards	
BENCHMARK		Text Types and Purposes	
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.	
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.	

BENCHMARK		Research to Build and Present Knowledge			
GRADE LEVEL EXAMPLE	W.9- 10.8.	eather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; ssess the usefulness of each source in answering the research question; integrate information into the text electively 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.			
CONTENT STANDARD	WY.L.9- 10.	Language Standards			
BENCHMARK		Vocabulary Acquisition and Use			
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.			
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 WY.L.9- Language Standards STANDARD 10.

BENCHMARK		Vocabulary Acquisition and Use
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.