Main Criteria: Structure and Style for Students Secondary Criteria: Delaware Standards and Instruction

> Subject: Language Arts Grade: 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

STANDARD / STRAND

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RI3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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

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

STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

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

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

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

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

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

STANDARD / DE.CC9- Speaking and Listening Standards 6-12 STRAND 10SL.

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

BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10SL4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING	CC9-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

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.

Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

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

UNDERSTANDI 10L6.

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STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10Rl1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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

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

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

BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING	CC9-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

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

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

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

STRAND / INDICATOR	Comprehension and Collaboration	
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ENDURING UNDERSTAND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10SL4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48
		Delaware Standards and Instruction Language Arts Grade 10 - Adopted: 2010
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
ENDURING UNDERSTANDI NG	CC9- 10RL5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD /	DE.CC9-	Reading Standards for Literature 6-12

STRAND 10RL. STRAND / Range of Reading and Level of Text Complexity INDICATOR

ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
BENCHMARK	CC9- 10W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
		Writing Standards 6-12 Production and Distribution of Writing
STRAND /		
STRAND / INDICATOR ENDURING UNDERSTANDI	10W.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING	CC9- 10W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG	CC9- 10W4. CC9- 10W5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING ENDURING UNDERSTANDING ENDURING UNDERSTANDING ENDURING UNDERSTANDING	CC9- 10W4. CC9- 10W5. CC9- 10W6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 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.
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND	CC9- 10W4. CC9- 10W5. CC9- 10W6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 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. Writing Standards 6-12

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10SL4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

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.

Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

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

CC9-

10L6.

ENDURING

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

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

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

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

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

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STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERST AND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST AND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
	CC9- 10L4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
INDICATOR ENDURING UNDERSTAND		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

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

CC9-

10L4d.

context or in a dictionary).

BENCHMARK

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

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

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

STANDARD / STRAND

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RI3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STANDARD / STRAND

10RI.

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

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

STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas

BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC9- 10SL4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

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

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

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Delaware Standards and Instruction Language Arts Grade 10 - Adopted: 2010

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

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

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

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

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

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

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

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

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

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

STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING C	CC9-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
UNDERSTANDI 10	0L6.	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
NG		vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

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

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

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

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

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

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

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

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

Delaware Standards and Instruction Language Arts Grade 10 - Adopted: 2010

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

STRAND	TURL.	
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

STRAND / INDICATOR CC9- UNDERSTANDI NG CC9- UNDERSTANDI OE.CC9- UNDERSTANDI OE.CC9- UNDERSTANDI STRAND / INDICATOR CC9- UNDERSTANDI OE.CC9- STRAND / ORIL. CC9- UNDERSTANDI ORIL. CC9- UNDERSTANDI ORIL. CC9- UNDERSTANDI ORIL. CC9- UNDERSTANDI ORIC. CC9- UNDERS			
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STRAND / INDICATOR DE.CC9- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Key Ideas and Details CC9- UNDERSTANDI 10RI1. NG ENDURING CC9- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and its shaped and refined by specific details; provide an objective summary of the text. STANDARD / INDICATOR DE.CC9- Reading Standards for Informational Text 6-12 Craft and Structure Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). STANDARD / INDICATOR DE.CC9- Writing Standards 6-12 Text Types and Purposes ENDURING UNDERSTAND / INDICATOR 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.			Language Arts
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ENDURING UNDERSTAND 10W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	STANDARD / STRAND		Writing Standards 6-12
UNDERSTAND 10W2. clearly and accurately through the effective selection, organization, and analysis of content.			Text Types and Purposes
	UNDERSTAND		

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

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

BENCHMARK

CC9-

10W2a.

comprehension.

BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations

writing or presentations.

STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Delaware Standards and Instruction Language Arts

Grade **10** - Adopted: **2010**

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

STRAND / Key Ideas a INDICATOR

Key Ideas and Details

ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RI3.	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.

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

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

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

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

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

NG

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

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

STRAND	TOW.	
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138
		Delaware Standards and Instruction Language Arts Grade 10 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDI NG	CC9- 10Rl2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

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.

Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

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

ENDURING

INDICATOR

NG

UNDERSTANDI 10L6.

CC9-

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

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10Rl4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD /	DE.CC9-	Writing Standards 6-12

STRAND	TOW.	
STRAND /	Text Types and Purposes	

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

STANDARD / STRAND

DE.CC9- Writing Standards 6-12 10W.

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

STANDARD / STRAND

DE.CC9- Writing Standards 6-12 10W.

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

STANDARD / STRAND

DE.CC9- Writing Standards 6-12 10W.

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

STANDARD / STRAND

10L.

STRAND /		Conventions of Standard English
INDICATOR		
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

Delaware Standards and Instruction

Language Arts

Grade 10 - Adopted: 2010

STANDA	RD .
STRAND	

10W.

STANDARD / DE.CC9- Writing Standards 6-12

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

STANDARD / STRAND

DE.CC9- Writing Standards 6-12 10W.

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

STANDARD / STRAND

DE.CC9- Writing Standards 6-12 10W.

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

STANDARD / DE.CC9- Writing Standards 6-12 STRAND 10W. STRAND / Range of Writing **INDICATOR ENDURING** CC9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a UNDERSTANDI 10W10. single sitting or a day or two) for a range of tasks, purposes, and audiences. NG STANDARD / DE.CC9- Language Standards 6-12 **STRAND** 10L. STRAND / Conventions of Standard English INDICATOR CC9-**ENDURING** Demonstrate command of the conventions of standard English grammar and usage when writing or **UNDERSTAND** 10L1. speaking. ING **BENCHMARK** CC9-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 10L1b. writing or presentations. STANDARD / DE.CC9- Language Standards 6-12 **STRAND** 10L. STRAND / Conventions of Standard English **INDICATOR ENDURING** CC9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **UNDERSTAND** 10L2. spelling when writing. ING **BENCHMARK** CC9-Spell correctly. 10L2c. STANDARD / DE.CC9- Language Standards 6-12 **STRAND**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9-	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

for Writers) appropriate for the discipline and writing type.

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

10L3a.

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

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

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

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

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

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

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

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

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusir on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase.

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

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

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

STANDARD / **STRAND**

DE.CC9- Reading Standards for Literature 6-12

10RL.

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

STANDARD / **STRAND**

10RL.

DE.CC9- Reading Standards for Literature 6-12

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

STANDARD /

NG

DE.CC9- Reading Standards for Literature 6-12

STRAND 10RL.

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

STANDARD /

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

STRAND

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12

STRAND / Conventions of Standard English INDICATOR

10L.

STRAND

ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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

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

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

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

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

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Delaware Standards and Instruction Language Arts Grade 10 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC9- 10Rl1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC9- 10RI2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTAND ING	CC9- 10W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
BENCHMARK	CC9- 10W1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
BENCHMARK	CC9- 10W1b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	
BENCHMARK	CC9- 10W1c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
BENCHMARK	CC9- 10W1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
BENCHMARK	CC9- 10W1e.	Provide a concluding statement or section that follows from and supports the argument presented.	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
BENCHMARK	CC9- 10W2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12	
STRAND / INDICATOR		Production and Distribution of Writing	
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

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

ENDURING

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UNDERSTANDI 10W6.

CC9-

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

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

BENCHMARK CC9- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual 10L3a. for Writers) appropriate for the discipline and writing type.

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

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

STANDARD / STRAND

10L.

DE.CC9- Language Standards 6-12

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

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Delaware Standards and Instruction Language Arts Grade 10 - Adopted: 2010

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

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

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

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

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
BENCHMARK	CC9- 10W1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
BENCHMARK	CC9- 10W1b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
BENCHMARK	CC9- 10W1c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
BENCHMARK	CC9- 10W1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
BENCHMARK	CC9- 10W1e.	Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

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

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

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

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

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

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

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

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

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

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

Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

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

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

ENDURING UNDERSTANDI NG	CC9- 10Rl3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / STRAND	DE.CC9- 10RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasonin and relevant and sufficient evidence.
BENCHMARK	CC9- 10W1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization the establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
BENCHMARK	CC9- 10W1b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
BENCHMARK	CC9- 10W1c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
BENCHMARK	CC9- 10W1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
BENCHMARK	CC9- 10W1e.	Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.

BENCHMARK	CC9- 10W2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

Delaware Standards and Instruction Language Arts

Grade $\textbf{10}\,$ - Adopted: $\textbf{2010}\,$

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

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

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

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

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

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

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
BENCHMARK	CC9- 10W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

well-reasoned exchange of ideas.

BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
	10L4a.	as a clue to the meaning of a word or phrase.

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

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

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Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

STANDARD / **STRAND**

10RL.

DE.CC9- Reading Standards for Literature 6-12

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

STANDARD / STRAND

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

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

STANDARD / STRAND

10RL.

DE.CC9- Reading Standards for Literature 6-12

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

STANDARD / STRAND

10W.

DE.CC9- Writing Standards 6-12

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

 ${\tt UNDERSTANDI} \quad {\tt 10W5}. \qquad {\tt on addressing what is most significant for a specific purpose and audience}.$

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ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD /	DE.CC9- 10L.	Language Standards 6-12
STRAND		
STRAND / STRAND / INDICATOR		Conventions of Standard English
STRAND /	CC9- 10L1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR ENDURING UNDERSTAND	CC9-	Demonstrate command of the conventions of standard English grammar and usage when writing or

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC9- 10L6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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		Delaware Standards and Instruction Language Arts Grade 10 - Adopted: 2010
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STANDARD / DE.CC9- Reading Standards for Literature 6-12 STRAND 10RL.

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

ENDURING UNDERSTANDI NG	CC9- 10RL2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ENDURING UNDERSTANDI NG	CC9- 10RL3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC9- 10RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
ENDURING UNDERSTANDI NG	CC9- 10RL5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD / STRAND	DE.CC9- 10RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK	CC9- 10W3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
BENCHMARK	CC9- 10W3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
BENCHMARK	CC9- 10W3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12

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

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Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

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

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

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

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

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

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC9- 10RL10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK	CC9- 10W2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC9- 10W2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
BENCHMARK	CC9- 10W2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
BENCHMARK	CC9- 10W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	CC9- 10W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK	CC9- 10W3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
		of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
BENCHMARK	CC9- 10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
BENCHMARK		Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
	10W3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC9- 10W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC9- 10W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ENDURING UNDERSTANDI NG	CC9- 10W6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC9- 10W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC9- 10W.	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC9- 10W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC9- 10SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	CC9- 10SL1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK	CC9- 10SL1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
BENCHMARK	CC9- 10SL1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
BENCHMARK	CC9- 10SL1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

and reasoning presented.

STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC9- 10L1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	CC9- 10L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC9- 10L2c.	Spell correctly.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	CC9- 10L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
BENCHMARK	CC9- 10L3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	CC9- 10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC9- 10L4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC9- 10L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC9- 10L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

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

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Delaware Standards and Instruction Language Arts

Grade 10 - Adopted: 2010

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

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

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

UNDERSTANDI 10W5.

NG

STRAND / INDICATOR	Range of Writing
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on addressing what is most significant for a specific purpose and audience.

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

NG

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

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