Main Criteria: Structure and Style for Students

Secondary Criteria: Hawaii Content and Performance Standards

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

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RI. Reading Standards for Informational Text

D / 9-10

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

CONTENT STANDARD / COURSE HI.CC.RI. Reading Standards for Informational Text

9-10.

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).
1

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	

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

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

HI.CC.W. Writing Standards

9-10.

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

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
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INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

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

CONTENT STANDARD / **COURSE**

HI.CC.SL. Speaking and Listening Standards

STANDARD /	Comprehension and Collaboration
PERFORMANC	
E INDICATOR /	

DOMAIN INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

SL.9-10.1.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION / TOPIC

SL.9-10.1(a)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION / **TOPIC**

SL.9-10.1(c)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

EXPECTATION / **TOPIC**

SL.9-10.1(d)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / **COURSE**

HI.CC.SL. Speaking and Listening Standards

9-10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Presentation of Knowledge and Ideas

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

SI 9-10.4.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / L.9- GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-**TOPIC**

10.1(b)

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	111	NIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

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

CONTENT STANDARD / COURSE

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

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

CONTENT STANDARD / COURSE

TOPIC

10.2(d)

HI.CC.W.9 Writing Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION /	W.9-	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

9-10.

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

CONTENT STANDARD / **COURSE**

BENCHMARK

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.SL. Speaking and Listening Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION / TOPIC	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STANDARD /

PERFORMANC E INDICATOR / **DOMAIN**

HI.CC.SL. Speaking and Listening Standards

Presentation of Knowledge and Ideas

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CONTENT STANDARD / **COURSE**

DOMAIN

HI.CC.L.9 Language Standards -10.

STANDARD / **PERFORMANC** E INDICATOR /

Conventions of Standard English

INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-TOPIC

10.1(b)

L.9-

10.1.

SL.9-

10.4.

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / COURSE

DOMAIN

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR /

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / COURSE	HI.CC.RL. Reading Standards for Literature 9-10.	
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / COURSE	HI.CC.RL. 9-10.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.10.	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.
CONTENT STANDARD / COURSE	HI.CC.W.9 -10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,

EXPECTATION / W.9-

EXPECTATION / W.9-

10.3(c)

10.3(d)

events, setting, and/or characters.

TOPIC

TOPIC

EXPECTATION / W.9-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of **TOPIC** 10.3(e) the narrative. CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE **Production and Distribution of Writing** STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** 10.4. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **GRADE LEVEL** 10.5. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 10.6. EXPECTATION / **BENCHMARK** CONTENT HI.CC.W. Writing Standards STANDARD / 9-10. **COURSE** STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT HI.CC.SL. Speaking and Listening Standards STANDARD / 9-10. **COURSE** STANDARD / Comprehension and Collaboration **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / SL.9-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and **GRADE LEVEL** 10.1. teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas **EXPECTATION** and expressing their own clearly and persuasively. / BENCHMARK EXPECTATION / SL.9-Come to discussions prepared, having read and researched material under study; explicitly draw on that **TOPIC** 10.1(a) preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. EXPECTATION / SL.9-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or

larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

TOPIC

10.1(c)

EXPECTATION / SL.9-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence **TOPIC** 10.1(d) and reasoning presented. CONTENT **HI.CC.SL. Speaking and Listening Standards** STANDARD / COURSE STANDARD / Presentation of Knowledge and Ideas **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / SL.9-Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow **GRADE LEVEL** the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, 10.4. EXPECTATION / and task. **BENCHMARK** CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-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 **TOPIC** 10.1(b)writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** 10.2. spelling when writing. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT HI.CC.L.9 Language Standards STANDARD / -10. **COURSE**

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

HI.CC.L.9 Language Standards

-10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Vocabulary Acquisition and Use

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

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

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Key Ideas and Details

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL

INDICATOR /

GRADE LEVEL

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

EXPECTATION / BENCHMARK

> RL.9-10.3.

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

EXPECTATION / BENCHMARK

HI.CC.RL. Reading Standards for Literature

STANDARD / 9-10. COURSE

STANDARD / PERFORMANC E INDICATOR /

CONTENT

DOMAIN

Craft and Structure

INDICATOR /
GRADE LEVEL
EXPECTATION /

BENCHMARK

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

INDICATOR / RL.9-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and **GRADE LEVEL** 10.5. manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RL. Reading Standards for Literature STANDARD / COURSE STANDARD / Range of Reading and Level of Text Complexity **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the RL.9-**GRADE LEVEL** 10.10. grades 9-10 text complexity band independently and proficiently. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.W.9 Writing Standards** STANDARD / COURSE STANDARD / **Text Types and Purposes PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write narratives to develop real or imagined experiences or events using effective technique, well-**GRADE LEVEL** 10.3. chosen details, and well-structured event sequences. **EXPECT ATION** / BENCHMARK EXPECTATION / W.9-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) **TOPIC** 10.3(a) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. EXPECTATION / W.9-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop **TOPIC** 10.3(b) experiences, events, and/or characters. EXPECTATION / W.9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **TOPIC** 10.3(c) EXPECTATION / W.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, 10.3(d) TOPIC events, setting, and/or characters. EXPECTATION / W.9-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of **TOPIC** 10.3(e) the narrative. CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / **Production and Distribution of Writing PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **GRADE LEVEL** 10.4. purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) EXPECTATION / **BENCHMARK**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Range of Writing

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

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

CONTENT STANDARD / COURSE

HI.CC.SL. Speaking and Listening Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION / TOPIC	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / COURSE HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

EXPECTATION / L.9-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 **TOPIC** 10.1(b)

writing or presentations.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-

Spell correctly.

TOPIC

10.2(c)

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

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

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

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RI. Reading Standards for Informational Text

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

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Craft and Structure

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

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE

EXPECTATION / BENCHMARK

HI.CC.W. Writing Standards

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

EXPECTATION / BENCHMARK

HI.CC.W. Writing Standards 9-10.

CONTENT STANDARD / COURSE

Range of Writing

Range of Writing

Range of Writing

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.

EXPECTATION /

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.SL. Speaking and Listening Standards 9-10.

STANDARD / Comprehension and Collaboration
PERFORMANC
E INDICATOR /
DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION / TOPIC	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STANDARD /

PERFORMANC E INDICATOR / **DOMAIN**

HI.CC.SL. Speaking and Listening Standards 9-10.

Presentation

of Knowledge and Ideas

INDICATOR / SL.9-GRADE LEVEL EXPECTATION / **BENCHMARK**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Conventions of Standard English

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-**TOPIC**

10.1(b)

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

Conventions of Standard English

INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

L.9-

10.2.

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

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

HI.CC.L.9 Language Standards

Knowledge	of	Lang	uaq	е
				_

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

INDICATOR /

GRADE LEVEL

EXPECTATION / BENCHMARK

-10.

L.9-10.3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION / TOPIC

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

CONTENT STANDARD / COURSE

STANDARD /

PERFORMANC E INDICATOR / **DOMAIN**

HI.CC.L.9 Language Standards

-10.

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / **TOPIC**

1.9-10.4(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

as a clue to the meaning of a word or phrase.

EXPECTATION / L.9-

TOPIC

10.4(d)

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

context or in a dictionary).

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

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

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

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / HI.CC.RI. Reading Standards for Informational Text

9-10.

COURSE

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Key Ideas and Details

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

BENCHMARK

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

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

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN **Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** 10.2. spelling when writing. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Apply knowledge of language to understand how language functions in different contexts, to make **GRADE LEVEL** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-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. **TOPIC** 10.3(a) CONTENT HI.CC.L.9 Language Standards STANDARD / -10. **COURSE** STANDARD / **Vocabulary Acquisition and Use PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **GRADE LEVEL** 10.4 grades 9-10 reading and content, choosing flexibly from a range of strategies. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **TOPIC** 10.4(a) as a clue to the meaning of a word or phrase. EXPECTATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **TOPIC** 10.4(d) context or in a dictionary). CONTENT HI.CC.L.9 Language Standards -10.

STANDARD / COURSE

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

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

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION /	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CONTENT STANDARD / **COURSE**

BENCHMARK

HI.CC.RI. Reading Standards for Informational Text

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / **BENCHMARK**

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

CONTENT STANDARD / **COURSE**

HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION / W.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. **TOPIC** 10.2(d) CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / **Production and Distribution of Writing PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** 10.4. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **GRADE LEVEL** 10.5. on addressing what is most significant for a specific purpose and audience. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. EXPECTATION / BENCHMARK CONTENT HI.CC.W. Writing Standards STANDARD / 9-10. **COURSE** STANDARD / Research to Build and Present Knowledge **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **BENCHMARK** CONTENT HI.CC.W. Writing Standards STANDARD / 9-10. **COURSE** STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT HI.CC.L.9 Language Standards STANDARD / -10. **COURSE** STANDARD / Conventions of Standard English **PERFORMANC**

E INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT	HI.CC.L.9	Language Standards

CONTENT HI.CC.L.9 Language Standards STANDARD / -10.
COURSE

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

UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

Hawaii Content and Performance Standards Language Arts Grade 10 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 9-10.

3	ᆮ				

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature 9-10.

RSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature

9-10.

RL.9-

10.10.

STANDARD / PERFORMANC E INDICATOR /

DOMAIN

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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.

HI.CC.W.9 Writing Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

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

HI.CC.W. Writing Standards

9-10.

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / **Conventions of Standard English** PERFORMANC E INDICATOR / **DOMAIN** INDICATOR / L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECTATION** / BENCHMARK

EXPECTATION / L.9-**TOPIC**

10.1(b)

-10.

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

CONTENT STANDARD / **COURSE**

DOMAIN

HI.CC.L.9 Language Standards

STANDARD / **PERFORMANC** E INDICATOR /

Conventions of Standard English

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION /

L.9-10.2(c)

-10.

Spell correctly.

CONTENT

TOPIC

HI.CC.L.9 Language Standards

STANDARD /

COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION / L.9-TOPIC

10.3(a)

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

HI.CC.L.9 Language Standards

STANDARD / **Vocabulary Acquisition and Use** PERFORMANC E INDICATOR / **DOMAIN**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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

UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RI. Reading Standards for Informational Text 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CONTENT STANDARD / **COURSE**

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / COURSE	HI.CC.W.9 -10.	Writing Standards
STANDARD /		Text Types and Purposes

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT HI.CC.W. Writing Standards STANDARD / 9-10. COURSE

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

HI.CC.W. Writing Standards

9-10.

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

CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION /

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

CONTENT STANDARD / **COURSE**

BENCHMARK

HI.CC.L.9 Language Standards

STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECTATION** / BENCHMARK

EXPECTATION / **TOPIC**

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

writing or presentations.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-

Spell correctly.

TOPIC 10.2(c)

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / **COURSE**

STANDARD /

PERFORMANC

HI.CC.L.9 Language Standards

-10.

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / **COURSE**

BENCHMARK

HI.CC.RI. Reading Standards for Informational Text

Vocabulary Acquisition and Use

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION /	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

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

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

NDICATOR / W.9- 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.)

EXPECTATION /

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD /		Writing Standards Range of Writing
STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR /		
STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	9-10. W.9- 10.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	9-10. W.9- 10.10.	Range of Writing 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 / COURSE STANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR /	9-10. W.9- 10.10.	Range of Writing 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. Speaking and Listening Standards

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or

larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

EXPECTATION / SL.9-

10.1(c)

TOPIC

EXPECTATION / SL.9-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when **TOPIC** 10.1(d) warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** 10.2. spelling when writing. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Apply knowledge of language to understand how language functions in different contexts, to make **GRADE LEVEL** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual TOPIC 10.3(a) for Writers) appropriate for the discipline and writing type. CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN**

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 /

GRADE LEVEL

EXPECTATION / BENCHMARK

1.9-

10.4.

EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Vocabulary Acquisition and Use

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RI. Reading Standards for Informational Text

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR /
GRADE LEVEL
EXPECTATION /

BENCHMARK

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

INDICATOR / GRADE LEVEL EXPECTATION /

BENCHMARK

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

CONTENT STANDARD / COURSE HI.CC.RI. Reading Standards for Informational Text

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Craft and Structure

INDICATOR / RI.9-GRADE LEVEL 10.4. EXPECTATION /

BENCHMARK

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).

HI.CC.W.9 Writing Standards

	 	_
-10.		

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC

E INDICATOR / DOMAIN

Research to	Build and	l Present	Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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

INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **BENCHMARK** CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE Conventions of Standard English STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / Demonstrate command of the conventions of standard English capitalization, punctuation, and L.9-**GRADE LEVEL** 10.2. spelling when writing. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR /

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.

DOMAIN

INDICATOR /

GRADE LEVEL

EXPECTATION / BENCHMARK

L.9-

10.3.

EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142
		Hawaii Content and Performance Standards Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges

and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / GRADE LEVEL

EXPECTATION / BENCHMARK

INDICATOR / RI.9-10.3. An GRADE LEVEL EXPECTATION / BENCHMARK

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

CONTENT STANDARD / COURSE HI.CC.RI. Reading Standards for Informational Text

9-10.

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

CONTENT STANDARD / COURSE **HI.CC.W.9 Writing Standards**

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

INDICATOR / W.9- GRADE LEVEL EXPECTATION /

Production and Distribution of Writing

INDICATOR / W.9-GRADE LEVEL 10.5. EXPECTATION /

BENCHMARK

BENCHMARK

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.

INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / Research to Build and Present Knowledge **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated **GRADE LEVEL** question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the EXPECTATION / subject, demonstrating understanding of the subject under investigation. **BENCHMARK** INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **BENCHMARK** CONTENT **HI.CC.W.** Writing Standards STANDARD / 9-10. COURSE Range of Writing STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD /

HI.CC.W.9 Writing Standards -10.

Text Types and Purposes

INDICA GRADE LEVEL **EXPECTATION** / BENCHMARK

10.2.

clearly and accurately through the effective selection, organization, and analysis of content.

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

EXPECTATION / W.9-**TOPIC** 10.2(b)

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION / **TOPIC**

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

EXPECTATION / W.9-**TOPIC** 10.2(f)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR / GRADE LEVEL

EXPECTATION / **BENCHMARK**

W.9-10.6.

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

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 14 Page 151-156
		Hawaii Content and Performance Standards Language Arts Grade 10 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RL. 9-10.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / COURSE	HI.CC.RL. 9-10.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

evokes a sense of time and place; how it sets a formal or informal tone).

 $meanings; analyze \ the \ cumulative \ impact \ of \ specific \ word \ choices \ on \ meaning \ and \ tone \ (e.g., how \ the \ language$

INDICATOR /

BENCHMARK

EXPECTATION /

GRADE LEVEL 10.4.

RL.9-

INDICATOR / RL.9-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and **GRADE LEVEL** 10.5. manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RL. Reading Standards for Literature STANDARD / COURSE STANDARD / Range of Reading and Level of Text Complexity **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RL.9-By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the **GRADE LEVEL** 10.10. grades 9-10 text complexity band independently and proficiently. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.W.9 Writing Standards** STANDARD / COURSE STANDARD / **Text Types and Purposes PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Write narratives to develop real or imagined experiences or events using effective technique, well-**GRADE LEVEL** 10.3. chosen details, and well-structured event sequences. **EXPECT ATION** / BENCHMARK EXPECTATION / Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) W.9-**TOPIC** 10.3(a) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. EXPECTATION / W.9-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop **TOPIC** 10.3(b) experiences, events, and/or characters. EXPECTATION / W.9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **TOPIC** 10.3(c) EXPECTATION / W.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. TOPIC 10.3(d) CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / Production and Distribution of Writing

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

HI.CC.W. Writing Standards

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Range of Writing

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Conventions of Standard English

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

10.2.

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

EXPECTATION / L.9-

10.2(c)

L.9-

Spell correctly.

CONTENT **COURSE**

TOPIC

HI.CC.L.9 Language Standards

STANDARD / -10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / **TOPIC**

L.9-10.4(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION / L.9-

TOPIC

10.4(d)

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

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

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

9-10.

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

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / Craft and Structure PERFORMANC E INDICATOR / **DOMAIN** INDICATOR / RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative GRADE LEVEL 10.4. meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language EXPECTATION / evokes a sense of time and place; how it sets a formal or informal tone). **BENCHMARK** INDICATOR / RL.9-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and GRADE LEVEL 10.5. manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. EXPECTATION / BENCHMARK

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature

9-10

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	HI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

BENCHMARK

INDICATOR / W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **GRADE LEVEL** 10.5. on addressing what is most significant for a specific purpose and audience. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.W.** Writing Standards STANDARD / 9-10. COURSE STANDARD / Research to Build and Present Knowledge **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated GRADE LEVEL question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the EXPECTATION / subject, demonstrating understanding of the subject under investigation. **BENCHMARK** INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **BENCHMARK** CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT HI.CC.L.9 Language Standards STANDARD / **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / Apply knowledge of language to understand how language functions in different contexts, to make L.9-**GRADE LEVEL** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. **EXPECTATION** / BENCHMARK EXPECTATION / Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual **TOPIC** 10.3(a) for Writers) appropriate for the discipline and writing type. CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.				
EXPECTATION / TOPIC						
EXPECTATION / TOPIC	3					
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards				
ST ANDARD / Vocabulary Acquisition and Use PERFORMANC E INDICATOR / DOMAIN						
INDICATOR / L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, we 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. BENCHMARK						
UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166						
		Hawaii Content and Performance Standards				
		Language Arts				
CONTENT STANDARD / COURSE	STANDARD / 9-10.					
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details				
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.				
CONTENT STANDARD / COURSE	HI.CC.RI. 9-10.	Reading Standards for Informational Text				

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards

9-10.

STANDARD / Prod PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

HI.CC.W. Writing Standards 9-10.

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

INDICATOR / **GRADE LEVEL**

EXPECTATION / **BENCHMARK**

W.9-

10.10.

-10.

Range of Writing

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECTATION** / BENCHMARK

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-Spell correctly. 10.2(c) **TOPIC**

HI.CC.L.9 Language Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION / TOPIC	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RI. Reading Standards for Informational Text

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Key Ideas and Details

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

 $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 9-10.

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

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / TOPIC	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION / TOPIC	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION / TOPIC	W.9- 10.1(c)	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.
EXPECTATION / TOPIC	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION / TOPIC	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing

INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to 10.1(b) writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** spelling when writing. 10.2. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Apply knowledge of language to understand how language functions in different contexts, to make **GRADE LEVEL** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual **TOPIC** 10.3(a) for Writers) appropriate for the discipline and writing type. CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184
		Hawaii Content and Performance Standards
		Language Arts
		Grade 10 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 9-10.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD / COURSE	HI.CC.RI. 9-10.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Craft and Structure

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

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

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / TOPIC	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION / TOPIC	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION / TOPIC	W.9- 10.1(c)	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.
EXPECTATION / TOPIC	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION / TOPIC	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT STANDARD / COURSE HI.CC.W.9 Writing Standards

-10.

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STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

EXPECTATION / W.9-Provide a concluding statement or section that follows from and supports the information or explanation presented **TOPIC** 10.2(f) (e.g., articulating implications or the significance of the topic). CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE STANDARD / **Production and Distribution of Writing PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** 10.4. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **GRADE LEVEL** 10.5. on addressing what is most significant for a specific purpose and audience. EXPECTATION / **BENCHMARK** INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. EXPECTATION / BENCHMARK CONTENT HI.CC.W. Writing Standards STANDARD / 9-10. **COURSE** STANDARD / Research to Build and Present Knowledge **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated **GRADE LEVEL** question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the EXPECTATION / subject, demonstrating understanding of the subject under investigation. **BENCHMARK** INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION / selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **BENCHMARK** CONTENT **HI.CC.W. Writing Standards** STANDARD / 9-10. COURSE CT AND ADD /

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

HI.CC.L.9 Language Standards -10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

EXPECTATION / **TOPIC**

L.9-10.1(b)

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

EXPECTATION / L.9-

10.2(c)

Spell correctly.

CONTENT **COURSE**

TOPIC

HI.CC.L.9 Language Standards

STANDARD / -10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Knowledge of Language

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

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

EXPECTATION /

TOPIC

L.9-10.3(a)

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

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR /

Vocabulary Acquisition and Use

DOMAIN INDICATOR / **GRADE LEVEL EXPECT ATION**

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION /

/ BENCHMARK

1.9-

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.

TOPIC

10.4(a)

EXPECTATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **TOPIC** 10.4(d) context or in a dictionary). CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. COURSE STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering **GRADE LEVEL** vocabulary knowledge when considering a word or phrase important to comprehension or expression. EXPECTATION / **BENCHMARK** UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188 Hawaii Content and Performance Standards Language Arts Grade 10 - Adopted: 2010 CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / **COURSE** STANDARD / **Key Ideas and Details PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences **GRADE LEVEL** drawn from the text. EXPECTATION / **BENCHMARK** INDICATOR / RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges **GRADE LEVEL** and is shaped and refined by specific details; provide an objective summary of the text. EXPECTATION / **BENCHMARK** INDICATOR / RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are **GRADE LEVEL** made, how they are introduced and developed, and the connections that are drawn between them. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 9-10. COURSE STANDARD / Craft and Structure **PERFORMANC**

E INDICATOR / **DOMAIN**

INDICATOR /

GRADE LEVEL

BENCHMARK

EXPECTATION /

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

CONTENT STANDARD / **COURSE**

HI.CC.W.9 Writing Standards

-10.

RI.9-

10.4.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / TOPIC	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION / TOPIC	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION / TOPIC	W.9- 10.1(c)	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.
EXPECTATION / TOPIC	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION / TOPIC	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.

HI.CC.W.9 Writing Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD / COURSE	HI.CC.W. 9-10.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** 10.2. spelling when writing. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Apply knowledge of language to understand how language functions in different contexts, to make **GRADE LEVEL** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-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. **TOPIC** 10.3(a) CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / **Vocabulary Acquisition and Use PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **GRADE LEVEL** 10.4 grades 9-10 reading and content, choosing flexibly from a range of strategies. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **TOPIC** 10.4(a) as a clue to the meaning of a word or phrase. EXPECTATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **TOPIC** 10.4(d) context or in a dictionary). CONTENT HI.CC.L.9 Language Standards STANDARD / -10. COURSE

STANDARD /

PERFORMANC E INDICATOR / DOMAIN Vocabulary Acquisition and Use

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

BENCHMARK

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

9-10

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

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature

9-10

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature

9-10.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.9-10.10. 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.

CONTENT STANDARD / COURSE **HI.CC.W.9 Writing Standards**

-10.

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

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards

9-10.

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

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.SL. Speaking and Listening Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

CONTENT STANDARD / COURSE HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

EXPECTATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **TOPIC** 10.1(b) (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT **HI.CC.L.9 Language Standards** STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / 1.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** 10.2. spelling when writing. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Spell correctly. **TOPIC** 10.2(c) CONTENT **HI.CC.L.9 Language Standards** STANDARD / -10. **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Apply knowledge of language to understand how language functions in different contexts, to make **GRADE LEVEL** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. **EXPECTATION** / BENCHMARK EXPECTATION / L.9-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. **TOPIC** 10.3(a) CONTENT HI.CC.L.9 Language Standards STANDARD / -10. **COURSE** STANDARD / **Vocabulary Acquisition and Use PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **GRADE LEVEL** 10.4 grades 9-10 reading and content, choosing flexibly from a range of strategies. **EXPECT ATION** / BENCHMARK EXPECTATION / L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **TOPIC** 10.4(a) as a clue to the meaning of a word or phrase. EXPECTATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **TOPIC** 10.4(d) context or in a dictionary). CONTENT HI.CC.L.9 Language Standards STANDARD / -10. COURSE

STANDARD /

PERFORMANC E INDICATOR / DOMAIN Vocabulary Acquisition and Use

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

BENCHMARK

UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

D / 9-10

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

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.RL. Reading Standards for Literature

ARD / 9-10

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL 10.10. EXPECTATION / BENCHMARK

RL.9-

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.

CONTENT STANDARD / **COURSE**

HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and inform clearly and accurately through the effective selection, organization, and analysis of content.			
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.			
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			

CONTENT STANDARD / **COURSE**

HI.CC.W.9 Writing Standards

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

HI.CC.W. Writing Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

Production and Distribution of Writing

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

W 9-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.) 10.4.

INDICATOR / **GRADE LEVEL** EXPECTATION /

BENCHMARK

W.9-10.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR / GRADE LEVEL **EXPECTATION /**

BENCHMARK

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

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

9-10.

STANDARD / **PERFORMANC** FINDICATOR / **DOMAIN**

Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL **EXPECTATION /**

W.9-10.8

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

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W. Writing Standards

9-10.

STANDARD / **PERFORMANC**

E INDICATOR / **DOMAIN**

Range of Writing

INDICATOR / GRADE LEVEL **EXPECTATION /**

BENCHMARK

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

CONTENT STANDARD / COURSE

HI.CC.SL. Speaking and Listening Standards

9-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Comprehension and Collaboration

INDICATOR / **GRADE LEVEL EXPECTATION** / BENCHMARK

SL.9-10.1.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION / TOPIC	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

HI.CC.L.9 Language Standards

-10.

10.1(b)

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION /	L.9-	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

CONTENT

COURSE

TOPIC

HI.CC.L.9 Language Standards

writing or presentations.

STANDARD / -10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Conventions of Standard English

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

Demonstrate command of the conventions of standard English capitalization, punctuation, and L.9-10.2. spelling when writing.

Spell correctly. EXPECTATION / L.9-

10.2(c)

CONTENT STANDARD / **COURSE**

TOPIC

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

HI.CC.L.9 Language Standards

-10.

STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

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

UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

9-10.

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

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

HI.CC.RL. Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.10.	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.

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards

-10.

STANDARD /	Tex
PERFORMANC	
E INDICATOR /	
DOMAIN	

kt Types and Purposes

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

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Production and Distribution of Writing

INDICATOR /
GRADE LEVEL :
EXPECTATION /
BENCHMARK

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

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

W.9-10.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR /
GRADE LEVEL
EXPECTATION /

BENCHMARK

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

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN Research to Build and Present Knowledge

INDICATOR /
GRADE LEVEL
EXPECTATION /

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

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 9-10.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION / TOPIC	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / COURSE	HI.CC.L.9 -10.	Language Standards
CT AND ADD /		Compartions of Standard English

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.9-Spell correctly.

TOPIC 10.2(c)

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

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

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

CONTENT STANDARD /

COURSE

DOMAIN

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR /

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** 10.4. **EXPECTATION** / BENCHMARK

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

EXPECTATION / **TOPIC**

L.9-10.4(a)

L.9-

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

EXPECTATION / L.9-**TOPIC**

10.4(d)

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

context or in a dictionary).

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

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

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

Hawaii Content and Performance Standards Language Arts Grade 10 - Adopted: 2010

CONTENT STANDARD / **COURSE**

HI.CC.RL. Reading Standards for Literature

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

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / COURSE

EXPECTATION / BENCHMARK

HI.CC.RL. Reading Standards for Literature 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION /	RL.9- 10.10.	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.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W.9 Writing Standards

STANDARD /	Text Types and Purposes
PERFORMANC	
E INDICATOR /	
DOMAIN	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION / TOPIC	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / COURSE	HI.CC.W.9 -10.	9 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

EXPECTATION / TOPIC	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION / TOPIC	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION / TOPIC	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / TOPIC	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

TOPIC

HI.CC.W. Writing Standards

the narrative.

9-10.

10.3(e)

EXPECTATION / W.9-

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

BENCHMARK

Production and Distribution of Writing

INDICATOR / W.9-GRADE LEVEL EXPECTATION /

10.4.

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

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / 9-10. COURSE

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INIDIO A TO D /	1440	
INDICATOR /	W.9-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;
GRADE LEVEL	10.8.	assess the usefulness of each source in answering the research question; integrate information into the text
EXPECTATION /		selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
BENCHMARK		

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION /	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / COURSE

BENCHMARK

 $\mbox{HI.CC.SL.}$ Speaking and Listening Standards 9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / TOPIC	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION / TOPIC	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION / TOPIC	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR /

GRADE LEVEL

EXPECTATION / BENCHMARK

HI.CC.L.9 Language Standards

Conventions of Standard English	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

EXPECTATION / **TOPIC**

L.9-10.1(b)

-10.

L.9-

10.1.

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR /

GRADE LEVEL

EXPECTATION / BENCHMARK

Conventions of Standard English

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

EXPECTATION /

L.9-

L.9-

10.2.

Spell correctly.

TOPIC 10.2(c)

CONTENT STANDARD / COURSE

HI.CC.L.9 Language Standards

-10.

Knowledge of Language

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

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

EXPECTATION / L.9-**TOPIC**

10.3(a)

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

CONTENT STANDARD / **COURSE**

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / **DOMAIN**

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL EXPECT ATION**

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION /

/ BENCHMARK

1.9-

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.

TOPIC

10.4(a)

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

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN**

INDICATOR / **GRADE LEVEL**

EXPECTATION /

BENCHMARK

Vocabulary Acquisition and Use

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

UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281

Hawaii Content and Performance Standards Language Arts

Grade 10 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RI. Reading Standards for Informational Text

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

CONTENT STANDARD / COURSE

HI.CC.W.9 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / TOPIC	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / TOPIC	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

HI.CC.W. Writing Standards

9-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Range of Writing

INDICATOR / STATE OF THE STATE

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

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.L.9 Language Standards

-10.

STANDARD / PERFORMANC E INDICATOR / DOMAIN **Vocabulary Acquisition and Use**

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