Main Criteria: Structure and Style for Students
Secondary Criteria: Montana Content 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

# Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK / STANDARD		Key Ideas and Details
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.
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.
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 / DOMAIN MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK / STANDARD		Craft and Structure
	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, or how American Indian treaty language differs from everyday speech).

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards

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

**EXPECTATION** 

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

CONTENT STANDARD / **DOMAIN** 

MT.CC.W Writing Standards

.9-IU.		

BENCHMARK / STANDARD		Production and Distribution of Writing
	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.)
	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
	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 / **DOMAIN** 

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / **DOMAIN** 

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Range of Writing
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 / **DOMAIN** 

MT.CC.SL Speaking and Listening Standards

.9-10.

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

**EXPECTATION** 

SL.9-

Come to discussions prepared, having read and researched material under study; explicitly draw on that 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- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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.

#### MT.CC.S Speaking and Listening Standards L.9-10.

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

#### CONTENT STANDARD / **DOMAIN**

#### MT.CC.L. Language Standards 9-10.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL L.9- EXPECTATION 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 10.1.b.

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

#### CONTENT STANDARD / **DOMAIN**

#### MT.CC.L. Language Standards 9-10.

BENCHMARK / **Conventions of Standard English STANDARD GRADE LEVEL** L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECT ATION** 10.2. spelling when writing. / BENCHMARK

#### **EXPECTATION**

L.9-Spell correctly.

10.2.c.

#### CONTENT STANDARD / **DOMAIN**

#### MT.CC.L. Language Standards 9-10.

BENCHMARK / STANDARD		Knowledge of Language
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-	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

#### **EXPECTATION**

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

10.3.a. for Writers) appropriate for the discipline and writing type.

#### CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

## Montana Content Standards Language Arts

Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN MT.CC.RI Reading Standards for Informational Text

.9-10

BENCHMARK / STANDARD		Key Ideas and Details
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.
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.
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 / DOMAIN

MT.CC.RI Reading Standards for Informational Text

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RI.9- EXPECTATION / 10.4. 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, or how American Indian treaty language differs from everyday speech).

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

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

CONTENT STANDARD / **DOMAIN** 

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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 / **DOMAIN** 

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN

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

BENCHMARK	ı
STANDARD	

Range of Writing

GRADE LEVEL W.9-EXPECTATION / 10.10. 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 / DOMAIN MT.CC.SL Speaking and Listening Standards

.9-10.
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BENCHMARK / STANDARD		Comprehension and Collaboration
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	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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 / DOMAIN MT.CC.S Speaking and Listening Standards

L.9-10.

BENCHMARK / STANDARD	Presentation of Knowledge and Ideas
GRADE LEVEL SL.9- EXPECTATION / 10.4. 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 / DOMAIN MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Conventions of Standard English
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- 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 / DOMAIN MT.CC.L. Language Standards

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

**EXPECTATION** L.9-Spell correctly. 10.2.c.

CONTENT STANDARD / **DOMAIN** 

MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / **DOMAIN** 

BENCHMARK / STANDARD

GRADE LEVEL

EXPECTATION / BENCHMARK

L.9-10.6.

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

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

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

## Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / **DOMAIN** 

MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Key Ideas and Details
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, including works by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL 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, including those of American Indians, interact with other characters, and advance the plot or develop the theme.

CONTENT MT.CC.R Reading Standards for Literature STANDARD / L.9-10. **DOMAIN** 

BENCHMARK / STANDARD	Craft and Structure

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).
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.

MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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 / DOMAIN MT.CC.W. Writing Standards

9-10.

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

#### CONTENT STANDARD / DOMAIN

**EXPECTATION** 

MT.CC.W Writing Standards

the narrative.

.9-10.

W.9-10.3.e.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

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

GRADE LEVEL W.9-EXPECTATION / 10.6. BENCHMARK

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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Range of Writing
GRADE LEVEL W.9- EXPECTATION / 10.10. 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 / DOMAIN MT.CC.SLSpeaking and Listening Standards

.9-10.

BENCHMARK / STANDARD		Comprehension and Collaboration
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	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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 / DOMAIN MT.CC.S Speaking and Listening Standards

L.9-10.

BENCHMARK / STANDARD	Presentation of Knowledge and Ideas
GRADE LEVEL SL.9- EXPECTATION / 10.4. 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 / DOMAIN MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION 1 BENCHMARK	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.9-

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

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

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	1 9-	Snell correctly

**EXPECTATION** 

10.2.c.

Spell correctly.

CONTENT STANDARD / **DOMAIN** 

MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / **DOMAIN** 

MT.CC.L. Language Standards

Vocabulary Acquisition and Use

**GRADE LEVEL** EXPECTATION / BENCHMARK

BENCHMARK /

**STANDARD** 

9-10.

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

Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT L.9-10.

MT.CC.R Reading Standards for Literature

STANDARD / **DOMAIN** 

BENCHMARK / STANDARD		Key Ideas and Details
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, including works by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

#### CONTENT STANDARD / DOMAIN

## MT.CC.R Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
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).
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 / DOMAIN

## MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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 / DOMAIN

#### MT.CC.W. Writing Standards

9-10.

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

#### CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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.

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN MT.CC.SL Speaking and Listening Standards

.9-10.

BENCHMARK / STANDARD		Comprehension and Collaboration
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	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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 / DOMAIN

MT.CC.L. Language Standards

BENCHMARK / STANDARD

Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK

Conventions of Standard English grammar and usage when writing or speaking.

**EXPECTATION** 

L.9-10.1.b.

9-10.

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.

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

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

**EXPECTATION** 

L.9-10.2.c. Spell correctly.

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

9-10.

STANDARD		Vocabulary Acquisition and Use
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

## Montana Content Standards Language Arts

Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN MT.CC.RI Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
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.
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.

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 / DOMAIN MT.CC.RI Reading Standards for Informational Text

.9-10

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RI.9- EXPECTATION / 10.4. 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, or how American Indian treaty language differs from everyday speech).

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards

9-10.

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

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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.

MT.CC.W Writing Standards

.9-10.		

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / **DOMAIN** 

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Range of Writing
GRADE LEVEL W.9- EXPECTATION / 10.10. 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 / DOMAIN

MT.CC.SL Speaking and Listening Standards

.9-10.

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / 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	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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 / **DOMAIN** 

MT.CC.S Speaking and Listening Standards

L.9-10.

STANDARD	Presentation of Knowledge and Ideas
EXPECTATION / 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 / **DOMAIN** 

MT.CC.L. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
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- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL		Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing and listening at the college and career readiness level; demonstrate independence in gathering

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.

EXPECTATION /

BENCHMARK

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

## Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK / STANDARD		Key Ideas and Details
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.
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.
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 / DOMAIN MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK / STANDARD		Craft and Structure
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, or how American Indian treaty language differs from everyday speech).

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards

9-10.

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

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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.

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Range of Writing
GRADE LEVEL W.9- EXPECTATION / 10.10. 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 / DOMAIN MT.CC.L. Language Standards

BENCHMARK / STANDARD

Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK

Conventions of Standard English

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 10.1.b. (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

	BENCHMARK / STANDARD	Conventions of Standard English
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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- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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.
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		Montana Content Standards
		Language Arts
CONTENT STANDARD / DOMAIN	MT.CC.RI .9-10.	Grade 10 - Adopted: 2011  Reading Standards for Informational Text

BENCHMARK / STANDARD **Key Ideas and Details** 

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.
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.

 $\ensuremath{\mathsf{MT.CC.RI}}$  Reading Standards for Informational Text .9-10.

BENCHMARK / STANDARD		Craft and Structure
	0.4.	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, or how American Indian treaty language differs from everyday speech).

CONTENT STANDARD / DOMAIN

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

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

CONTENT STANDARD / DOMAIN

BENCHMARK

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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.

MT.CC.W Writing Standards

		9		
.9-10.				

DOMAIN		
BENCHMARK / STANDARD		Research to Build and Present Knowledge
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 / DOMAIN	MT.CC.W .9-10.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
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- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language

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- 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.

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT STANDARD /

**DOMAIN** 

MT.CC.L. Language Standards

context or in a dictionary).

10.4.d.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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

## Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / MT.CC.R Reading Standards for Literature

L.9-10.

**DOMAIN** 

BENCHMARK / STANDARD		Key Ideas and Details
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, including works by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text, including those by and about American Indians, 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 /	MT.CC.R L.9-10.	Reading Standards for Literature

ST ANDARD / DOMAIN	L.9-10.	3		

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RL.9- EXPECTATION / 10.4. BENCHMARK	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 / DOMAIN

MT.CC.R Reading Standards for Literature

BENCHMARK / ST ANDARD	Range of Reading and Level of Text Complexity
GRADE LEVEL RL.9- EXPECTATION / 10.10. 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.

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

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

CONTENT STANDARD / DOMAIN

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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 / DOMAIN MT.CC.W Writing Standards .9-10.

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

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN MT.CC.L. Language Standards 9-10.

BENCHMARK / STANDARD

Conventions of Standard English

GRADE LEVEL EXPECT ATION / BENCHMARK

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

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

CONTENT STANDARD / DOMAIN

**EXPECTATION** 

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

BENCHMARK / STANDARD

Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK

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

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

9-10.

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

BENCHMARK / STANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

Knowledge of Language

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

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.

CONTENT MT.CC.L. Language Standards STANDARD / 9-10.
DOMAIN

BENCHMARK / STANDARD

Vocabulary Acquisition and Use

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, recognizing the role culture plays in the development of language.

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

MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.9-10.6. EXPECTATION / BENCHMARK	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

## Montana Content Standards Language Arts

Grade 10 - Adopted: 2011

CONTENT STANDARD / **DOMAIN** 

MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK / STANDARD		Key Ideas and Details
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.
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 / **DOMAIN** 

MT.CC.RI Reading Standards for Informational Text

.9-10.

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

CONTENT STANDARD / **DOMAIN** 

MT.CC.W. Writing Standards

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

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

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Research to Build and Present Knowledge
GRADE LEVEL W.9- EXPECTATION / 10.8. BENCHMARK	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

MT.CC.W Writing Standards

STANDARD / .9-10. **DOMAIN** 

BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN

MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD

**Conventions of Standard English** 

	1	
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
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- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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.

## Montana Content Standards Language Arts

Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN  $\mbox{MT.CC.RI}$  Reading Standards for Informational Text .9-10.

BENCHMARK / STANDARD		Key Ideas and Details
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.
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.
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 / DOMAIN MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RI.9- EXPECTATION / 10.4. 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, or how American Indian treaty language differs from everyday speech).

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards 9-10.

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

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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.

MT.CC.W Writing Standards

.9-10.

BENCHMARK / Research to Build and Present Knowledge **STANDARD GRADE LEVEL** W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated EXPECTATION / question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the BENCHMARK subject, demonstrating understanding of the subject under investigation. GRADE LEVEL W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; EXPECTATION / 10.8. 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. **BENCHMARK** 

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN MT.CC.SL Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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.	
DOMAIN	

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

BENCHMARK / STANDARD		Conventions of Standard English
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- 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 / DOMAIN

MT.CC.L. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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.

9-10.

#### CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

9-10.

9-10.

BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN MT.CC.L. Language Standards

BENCHMARK / STANDARD

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK

L.9- 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, recognizing the role culture plays in the development of language.

<b>EXPECTATION</b>	L.9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
	10.4.a.	as a clue to the meaning of a word or phrase.
		are a construction of a second of position of the second o

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).

#### CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
STANDARD	

GRADE LEVEL 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

## Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN  ${\bf MT.CC.RI}\ {\bf Reading}\ {\bf Standards}\ {\bf for}\ {\bf Informational}\ {\bf Text}$ 

.9-10.

BENCHMARK / STANDARD		Key Ideas and Details
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.
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.
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 / DOMAIN

MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RI.9- EXPECTATION / 10.4. 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, or how American Indian treaty language differs from everyday speech).

#### CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

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

MT.CC.W Writing Standards

.9.	-10	) .	

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Range of Writing
GRADE LEVEL V	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 / DOMAIN

BENCHMARK

MT.CC.L. Language Standards

/ 9-10.

BENCHMARK / STANDARD	Conventions of Standard English
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 10.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

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

**EXPECTATION** 

L.9-10.2.c.

Spell correctly.

CONTENT STANDARD / **DOMAIN** 

MT.CC.L. Language Standards

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

**EXPECTATION** 

1.9-10.3.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 / **DOMAIN** 

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

BENCHMARK / Vocabulary Acquisition and Use **STANDARD GRADE LEVEL** 1.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **EXPECT ATION** 10.4 grades 9-10 reading and content, choosing flexibly from a range of strategies, recognizing the role / BENCHMARK culture plays in the development of language.

**EXPECTATION** 

L.9-10.4.a.

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

**EXPECTATION** 

L.9-10.4.d.

9-10.

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

MT.CC.L. Language Standards

context or in a dictionary).

CONTENT STANDARD / **DOMAIN** 

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL I 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

Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / **DOMAIN** 

MT.CC.RI Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
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.
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.
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.

MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RI.9- EXPECTATION / 10.4. 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, or how American Indian treaty language differs from everyday speech).

### CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

9-10.

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

#### CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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.

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD

Range of Writing

GRADE LEVEL W.9EXPECTATION / 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 / DOMAIN MT.CC.L. Language Standards 9-10.

BENCHMARK / STANDARD

Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK

Conventions of Standard English grammar and usage when writing or speaking.

EXPECTATION L.9-

10.1.b.

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

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

BENCHMARK / STANDARD

Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK

Conventions of Standard English

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

EXPECTATION

Spell correctly.

L.9-10.2.c.

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

BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing.

GRADE LEVEL EXPECTATION / BENCHMARK

BENCHMARK /

**STANDARD** 

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 13 Page 143-150

Montana Content Standards

Language Arts

Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards

9-10.

10.2.a.

9-10.

BENCHMARK / STANDARD	Text Types and Purposes
GRADE LEVEL EXPECT ATION / BENCHMARK	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.
EVEE CT. TO.	

EXPECTATION W.9-

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

comprehension.

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

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Range of Writing
GRADE LEVEL W. EXPECTATION / 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 / DOMAIN

BENCHMARK

MT.CC.L. Language Standards

9-10.

BENCHMARK / Conventions of Standard English STANDARD

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

MT.CC.L. Language Standards

9-10.

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

L.9- Spell correctly.

10.2.c.

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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

Montana Content Standards
Language Arts

Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Key Ideas and Details
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, including works by and about American Indians.

GRADE LEVEL RL.9- EXPECTATION / 10.2. BENCHMARK	Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL RL.9- EXPECTATION / 10.3. BENCHMARK	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme.

MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Craft and Structure
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).
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 / **DOMAIN**

MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD	Range of Reading and Level of Text Complexity
GRADE LEVEL RL EXPECTATION / 10.	

## CONTENT STANDARD / DOMAIN

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

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

CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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.

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Range of Writing
GRADE LEVEL W.: EXPECTATION / 10.: 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 / DOMAIN MT.CC.L. Language Standards 9-10.

BENCHMARK / STANDARD

Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK

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

EXPECTATION L

L.9- Spell correctly.

10.2.c.

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

BENCHMARK / Vocabulary Acquisition and Use **STANDARD** GRADE LEVEL L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **EXPECTATION** 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies, recognizing the role / BENCHMARK culture plays in the development of language. **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) 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 10.4.d. context or in a dictionary).

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

BENCHMARK / Vocabulary Acquisition and Use STANDARD

GRADE LEVEL 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

# Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Key Ideas and Details
	RL.9- L0.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.
	RL.9- L0.2.	Determine a theme or central idea of a text, including those by and about American Indians, 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.
	RL.9- L0.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme.

## CONTENT STANDARD / DOMAIN

MT.CC.R Reading Standards for Literature L.9-10.

OMAIN

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RL.9- EXPECTATION / 10.4. BENCHMARK	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL RL.9- EXPECTATION / 10.5. BENCHMARK	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 / DOMAIN

MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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 / DOMAIN

MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK /	Key Ideas and Details
STANDARD	

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.
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.
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.

 ${\bf MT.CC.RI}\ {\bf Reading}\ {\bf Standards}\ {\bf for}\ {\bf Informational}\ {\bf Text}$ 

.9-10.

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RI.9- EXPECTATION / 10.4. 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, or how American Indian treaty language differs from everyday speech).

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN MT.CC.L. Language Standards 9-10.

BENCHMARK / Conventions of Standard English STANDARD

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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MT.CC.L.   9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK		Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

## Montana Content Standards

Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN

 $\ensuremath{\mathsf{MT.CC.RI}}$  Reading Standards for Informational Text .9-10.

BENCHMARK / STANDARD	Key Ideas and Details
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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.
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.
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.

MT.CC.RI Reading Standards for Informational Text

DARD /	.9-10.		
IN			

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RI.9- EXPECTATION / 10.4. 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, or how American Indian treaty language differs from everyday speech).

## CONTENT STANDARD / DOMAIN

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

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

Provide a concluding statement or section that follows from and supports the information or explanation presented

CONTENT	MT.CC.W Writing	Standards
STANDARD /	.9-10.	

W.9-10.2.f.

<b>STANDARD</b>
DOMAIN

BENCHMARK / STANDARD

EXPECTATION

Production and Distribution of Writing

(e.g., articulating implications or the significance of the topic).

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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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.

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Range of Writing
GRADE LEVEL W.9- EXPECTATION / 10.10. 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 / DOMAIN MT.CC.L. Language Standards 9-10.

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

EXPECTATION

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 / DOMAIN MT.CC.L. Language Standards

9-10.

L.9-

10.1.b.

BENCHMARK / Conventions of Standard English
STANDARD

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.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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
		Montana Content Standards  Language Arts  Grade 10 - Adopted: 2011

CONTENT MT.CC.RI Reading Standards for Informational Text STANDARD / .9-10.

DOMAIN

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.
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.
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.

 $\label{eq:mt.cc.r} \textbf{MT.CC.RI} \ \textbf{Reading Standards for Informational Text}$ 

.9-10.

GRADE LEVEL RI.9EXPECTATION / 10.4.
BENCHMARK
BENCHMARK

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, or how American Indian treaty language differs from everyday speech).

#### CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

9-10.

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

## CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

9-10.

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

EXPECTATION W.9- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

10.2.e. discipline in which they are writing.

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / ST ANDARD	Production and Distribution of Writing
GRADE LEVEL W.9- EXPECTATION / 10.4. BENCHMARK	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 W.9- EXPECTATION / 10.5. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
GRADE LEVEL W.9- EXPECTATION / 10.6. BENCHMARK	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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN MT.CC.L. Language Standards

OARD / 9-10.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / 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 10.1.b. (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to

writing or presentations.

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

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

**EXPECTATION** 

L.9-10.2.c. Spell correctly.

CONTENT STANDARD / **DOMAIN** 

MT.CC.L. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
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

for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / **DOMAIN** 

MT.CC.L. Language Standards

9-10.

10.3.a.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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.

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Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / **DOMAIN** 

MT.CC.RI Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
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.
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.
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.

MT.CC.RI Reading Standards for Informational Text

**Text Types and Purposes** 

BENCHMARK / STANDARD		Craft and Structure
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, or how American Indian treaty language differs from everyday speech).

### CONTENT STANDARD / DOMAIN

BENCHMARK /

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

STANDARD

GRADE LEVEL W.9EXPECTATION 10.1. Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

/ BENCHMARK		
EXPECTATION	W.9- 10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	W.9- 10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	W.9- 10.1.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 W.9- 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 argument presented. 10.1.e.

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards

9-10.

BENCHMARK / Text Types and Purposes
STANDARD

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

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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 / DOMAIN MT.CC.W Writing Standards .9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
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- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

10.4.d. context or in a dictionary).

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

Vocabulary Acquisition and	Use

GRADE LEVEL EXPECTATION / BENCHMARK

BENCHMARK / STANDARD

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

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

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# Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN MT.CC.RI Reading Standards for Informational Text

RD / .9-10.

STANDARD		Key ideas and Details
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.
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.

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 / DOMAIN MT.CC.RI Reading Standards for Informational Text

.9-10.

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RI.9- EXPECTATION / 10.4. 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, or how American Indian treaty language differs from everyday speech).

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards

9-10.

BENCHMARK / STANDARD	Text Types and Purposes
GRADE LEVEL EXPECT ATION / BENCHMARK	Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

**EXPECTATION** 

W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

EXPECTATION	W.9- 10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	W.9- 10.1.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	W.9- 10.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	W.9- 10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

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

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

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

BENCHMARK / STANDARD		Production and Distribution of Writing
	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.)
	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
	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.

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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.
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Range of Writing
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 / DOMAIN MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Conventions of Standard English
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- 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

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

writing or presentations.

9-10.

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

EXPECTATION L.9- Spell correctly.

10.2.c.

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD	Knowledge of Language
GRADE LEVEL EXPECT ATION / 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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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.
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		Montana Content Standards
		Language Arts
		Grade 10 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.R L.9-10.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
	DI 0	

RL.9-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences GRADE LEVEL EXPECTATION / 10.1. drawn from the text, including works by and about American Indians. BENCHMARK **GRADE LEVEL** RL.9-Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its

EXPECTATION / 10.2. development over the course of the text, including how it emerges and is shaped and refined by specific details; **BENCHMARK** provide an objective summary of the text.

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

CONTENT STANDARD / **DOMAIN** 

MT.CC.R Reading Standards for Literature L.9-10.

BENCHMARK /	Craft and Structure
STANDARD	

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).
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.

MT.CC.R Reading Standards for Literature

L.9-10.

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

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards

9-10.

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

## CONTENT STANDARD / DOMAIN

MT.CC.W Writing Standards

the narrative.

.9-10.

10.3.e.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

GRADE LEVEL W.9-EXPECTATION / 10.6. BENCHMARK 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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Research to Build and Present Knowledge
GRADE LEVEL W.9- EXPECTATION / 10.8. BENCHMARK	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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN MT.CC.SL Speaking and Listening Standards

.9-10.

BENCHMARK / STANDARD		Comprehension and Collaboration
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	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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 / DOMAIN MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD	Conventions of Standard English
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
 10.1.b. (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9-	Spell correctly.

10.2.c.

CONTENT STANDARD / **DOMAIN** 

MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Knowledge of Language
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-	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

MT.CC.L. Language Standards

9-10.

10.3.a.

STANDARD / **DOMAIN** 

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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.

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Montana Content Standards Language Arts Grade 10 - Adopted: 2011

CONTENT STANDARD / **DOMAIN** 

MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Key Ideas and Details
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, including works by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL 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, including those of American Indians, interact with other characters, and advance the plot or develop the theme.

BENCHMARK /

## MT.CC.R Reading Standards for Literature L.9-10.

Craft and Structure

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

## EXPECTATION / 10.5. BENCHMARK

**GRADE LEVEL** 

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 / **DOMAIN**

## MT.CC.R Reading Standards for Literature

RL.9-

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

## CONTENT STANDARD / **DOMAIN**

## MT.CC.W. Writing Standards

9-10.

10.2.d.

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

EXPECTATION W.9- Provide a concluding statement or section that follows from and supports the information or explanation presented 10.2.f. (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards

9-10.

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

CONTENT STANDARD / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION /	W.9-	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
BENCHMARK	10.0.	selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

MT.CC.W Writing Standards

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.9-1	.0.		

DOMAIN		
BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN	MT.CC.SL .9-10.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
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	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
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- 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 / DOMAIN	MT.CC.L. 9-10.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
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-Spell correctly.

10.2.c.

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

BENCHMARK / STANDARD		Knowledge of Language
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- 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 / DOMAIN MT.CC.L. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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, recognizing the role culture plays in the development of language.

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) 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 10.4.d. context or in a dictionary).

CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards

9-10.

9-10.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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

## Montana Content Standards Language Arts

Grade **10** - Adopted: **2011** 

CONTENT STANDARD / DOMAIN MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Key Ideas and Details
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, including works by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

### CONTENT STANDARD / DOMAIN

## MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Craft and Structure
	RL.9- .0.4.	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).
	RL.9- .0.5.	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 / DOMAIN

## MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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 / DOMAIN

## MT.CC.W. Writing Standards

9-10.

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

## CONTENT STANDARD / DOMAIN

## MT.CC.W. Writing Standards

9-10.

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

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

BENCHMARK / STANDARD		Production and Distribution of Writing
	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.)
	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
	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 / DOMAIN

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

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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 / **DOMAIN** 

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

BENCHMARK / STANDARD		Range of Writing
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.

## MT.CC.SL Speaking and Listening Standards .9-10.

BENCHMARK / STANDARD		Comprehension and Collaboration
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	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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 / **DOMAIN**

## MT.CC.L. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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- 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

CONTENT STANDARD / MT.CC.L. Language Standards

writing or presentations.

9-10. **DOMAIN** 

BENCHMARK / STANDARD		Conventions of Standard English
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-	Spell correctly.

10.2.c.

L.9-

10.3.a.

## CONTENT STANDARD / **DOMAIN**

## MT.CC.L. Language Standards 9-10.

BENCHMARK / STANDARD	Knowledge of Language
GRADE LEVEL EXPECT ATION / 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** 

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.

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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, recognizing the role culture plays in the development of language.
EXPECTATION	L.9- 10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN

9-10.

MT.CC.L. Language Standards

Vocabulary Acquisition and Us
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GRADE LEVEL EXPECTATION / BENCHMARK

BENCHMARK / STANDARD

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

## Montana Content Standards Language Arts

Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN MT.CC.R Reading Standards for Literature L.9-10.

1.5-10.

BENCHMARK / STANDARD		Key Ideas and Details
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, including works by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.9- 10.2.	Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL 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, including those of American Indians, interact with other characters, and advance the plot or develop the theme.

CONTENT STANDARD / DOMAIN MT.CC.R Reading Standards for Literature

L.9-10.

BENCHMARK /	Craft and Structure
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STANDARD	
STANDARD	

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).
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.

 $\ensuremath{\mathsf{MT.CC.R}}$  Reading Standards for Literature L.9-10.

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

CONTENT STANDARD / DOMAIN

MT.CC.W. Writing Standards

9-10.

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

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards 9-10.

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / 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	W.9- 10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

EXPECTATION	W.9- 10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9- 10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD		Production and Distribution of Writing
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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Research to Build and Present Knowledge
GRADE LEVEL W.9- EXPECTATION / 10.8. BENCHMARK	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 / DOMAIN MT.CC.W Writing Standards

.9-10.

BENCHMARK / STANDARD	Range of Writing	
GRADE LEVEL W.9 EXPECTATION / 10.10 BENCHMARK	,	nes (time for research, reflection, and revision) and shorter time frames (a e of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN MT.CC.SLSpeaking and Listening Standards

.9-10.

BENCHMARK / Comprehension and Collaboration STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / BENCHMARK	10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, with specific attention to culture, 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.

MT.CC.L. Language Standards

IDARD /	9-10.	
AIN		

BENCHMARK / STANDARD		Conventions of Standard English
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- 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 / DOMAIN

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

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

EXPECTATION L.9- Spell correctly.

10.2.c.

## CONTENT STANDARD / DOMAIN

MT.CC.L. Language Standards

9-10.

BENCHMARK / STANDARD		Knowledge of Language
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- 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.

## $\begin{array}{ll} {\rm CONTENT} & {\rm MT.CC.L.} \ \ {\rm Language\ Standards} \\ {\rm STANDARD}\ / & 9\text{-}10. \end{array}$

STANDARD / 9-10.
DOMAIN

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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, recognizing the role culture plays in the development of language.

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

MT.CC.L. Language Standards

9-10.	
J-10.	

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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.

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## Montana Content Standards Language Arts

Grade 10 - Adopted: 2011

CONTENT STANDARD / DOMAIN  $\mbox{MT.CC.RI}$  Reading Standards for Informational Text .9-10.

BENCHMARK / STANDARD	Craft and Structure
GRADE LEVEL RI.9- EXPECTATION / 10.4. 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, or how American Indian treaty language differs from everyday speech).

CONTENT STANDARD / DOMAIN MT.CC.W. Writing Standards 9-10.

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

CONTENT MT.CC.W Writing Standards STANDARD / .9-10.
DOMAIN

BENCHMARK / Production and Distribution of Writing ST ANDARD

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.)
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

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

BENCHMARK / STANDARD		Range of Writing
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 / DOMAIN

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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.