Structure and Style for Students

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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.1.**	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.3.**	**Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:**
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Craft and Structure**

GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**
BENCHMARK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.7.**	**Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.**
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		**Speaking and Listening Standards**
BENCHMARK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**9-10.SL.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.**
INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9-10.SL.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.

CONTENT STANDARD		**Speaking and Listening Standards**
BENCHMARK		**Presentation of Knowledge and Ideas**

GRADE LEVEL EXPECTATION	9-10.SL.6.	Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Demonstrate proficiency in:**
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards
BENCHMARK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9-10.W.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.
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards

BENCHMARK		Text Types and Purposes

GRADE LEVEL EXPECTATION	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	9-10.SL.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.

INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9-10.SL.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.

CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	9-10.SL.6.	Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Introduce:
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD — **Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD — **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.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.

CONTENT STANDARD — **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD — **Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	**9-10.RL.1.**	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RL.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RL.3.**	**Analyze how and why characters and/or textual elements develop and interact over the course of a text:**
INDICATOR	9-10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		**Craft and Structure**
GRADE LEVEL EXPECTATION	9-10.RL.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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9-10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	9-10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD		Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.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.
INDICATOR	9-10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	**9-10.SL.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.**
INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

INDICATOR	9-10.SL.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.

CONTENT STANDARD		**Speaking and Listening Standards**

BENCHMARK		**Presentation of Knowledge and Ideas**

GRADE LEVEL EXPECTATION	9-10.SL.6.	Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Introduce:**

INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Practice:**

INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Demonstrate proficiency in:**

INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**

INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards
BENCHMARK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards
BENCHMARK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RL.1.**	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RL.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RL.3.**	**Analyze how and why characters and/or textual elements develop and interact over the course of a text:**
INDICATOR	9-10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		**Craft and Structure**
GRADE LEVEL EXPECTATION	9-10.RL.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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9-10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	9-10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

INDICATOR	9-10.W.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.
INDICATOR	9-10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Speaking and Listening Standards**

BENCHMARK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**9-10.SL.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.**
INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9-10.SL.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.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…
INDICATOR		Practice:

INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…
INDICATOR		Demonstrate proficiency in:

INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.

INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD			Reading Standards for Literature/Fiction
BENCHMARK			Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	9-10.RL.9.		Find connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels; transforming an earlier story).

CONTENT STANDARD			Reading Standards for Informational/Nonfiction Text
BENCHMARK			Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.1.		Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9-10.RI.1.a.		Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.		Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.		Cite strong and thorough textual evidence.

CONTENT STANDARD			Reading Standards for Informational/Nonfiction Text
BENCHMARK			Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.2.		Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RI.2.b.		Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.		Cite strong and thorough textual evidence.

CONTENT STANDARD			Reading Standards for Informational/Nonfiction Text
BENCHMARK			Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.3.		Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9-10.RI.3.a.		Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.		Cite strong and thorough textual evidence.

CONTENT STANDARD			Reading Standards for Informational/Nonfiction Text
BENCHMARK			Craft and Structure

GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**
BENCHMARK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	9-10.RI.9.	Analyze how authors draw on other texts in a specific work (e.g., through allusion, direct reference), including how they address related themes and/or concepts.
CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**
BENCHMARK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

INDICATOR	9-10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.7.**	**Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.**
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**9-10.SL.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.**
INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9-10.SL.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.

CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	9-10.SL.6.	Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Demonstrate proficiency in:**
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards
BENCHMARK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards
BENCHMARK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards
BENCHMARK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

North Dakota Content Standards
Language Arts

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.1.**	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.3.**	**Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:**
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Craft and Structure**
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)

GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…
INDICATOR		Introduce:
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…

INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.1.**	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.3.**	**Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:**
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Craft and Structure**
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)

GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.e.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**

INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details

GRADE LEVEL EXPECTATION	9-10.RL.1.	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		**Reading Standards for Literature/Fiction**
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	9-10.RL.2.	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		**Reading Standards for Literature/Fiction**
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	9-10.RL.3.	**Analyze how and why characters and/or textual elements develop and interact over the course of a text:**
INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		**Reading Standards for Literature/Fiction**
BENCHMARK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	9-10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	9-10.W.3.	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.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.
INDICATOR	9-10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.

INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**

GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD — **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD — **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD — **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD — **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD — **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards

BENCHMARK		Text Types and Purposes

GRADE LEVEL EXPECTATION	9-10.W.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.**
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**

INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Research to Build and Present Knowledge**

GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.e.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Demonstrate proficiency in:**
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD	Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD	Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.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.

CONTENT STANDARD	Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	**9-10.RI.1.**	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	**9-10.RI.3.**	**Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:**
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD	Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	**9-10.W.7.**	**Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.**
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	**9-10.SL.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.**
INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9-10.SL.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**

INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.1.**	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.3.**	**Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:**
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Craft and Structure**
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).

GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD	**Reading Standards for Informational/Nonfiction Text**

BENCHMARK	**Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD	**Writing Standards**

BENCHMARK	**Text Types and Purposes**

GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD	**Writing Standards**

BENCHMARK	**Text Types and Purposes**

GRADE LEVEL EXPECTATION	**9-10.W.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.**

INDICATOR	9-10.W.2.b.	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 aid comprehension.

INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.

INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD	**Writing Standards**

BENCHMARK	**Text Types and Purposes**

GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD	**Writing Standards**

BENCHMARK	**Production, Distribution, and Range of Writing**

GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.7.**	**Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.**
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.1.**	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.3.**	**Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:**
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Craft and Structure**

GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**
BENCHMARK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.7.**	**Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.**
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.b.	Assess the usefulness of each source in answering the research question.
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking…**
INDICATOR		**Introduce:**

| INDICATOR | 9-10.L.1.b. | Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.

INDICATOR	9-10.L.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.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**

INDICATOR	9-10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.

INDICATOR	9-10.W.2.b.	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 aid comprehension.

INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.

INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

INDICATOR	9-10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Text Types and Purposes**

GRADE LEVEL EXPECTATION	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		Writing Standards
BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Demonstrate proficiency in:**
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards
BENCHMARK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9-10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9-10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RL.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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9-10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9-10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.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.
INDICATOR	9-10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Demonstrate proficiency in:**
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**9-10.L.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.**

| INDICATOR | 9-10.L.3.a. | Maintain consistency in style and tone. |

| CONTENT STANDARD | | Language Standards |

| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 9-10.L.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.** |

| INDICATOR | 9-10.L.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. |

| CONTENT STANDARD | | Language Standards |

| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | 9-10.L.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

| CONTENT STANDARD | | Reading Standards for Literature/Fiction |

| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | 9-10.RL.1. | **Read closely to comprehend texts of grade-level appropriate complexity:** |

| INDICATOR | 9-10.RL.1.a. | Determine what the text says explicitly and implicitly. |

| INDICATOR | 9-10.RL.1.b. | Provide an objective summary of the text. |

| INDICATOR | 9-10.RL.1.c. | Cite strong and thorough textual evidence. |

| CONTENT STANDARD | | Reading Standards for Literature/Fiction |

| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | 9-10.RL.2. | **Determine and analyze a theme and/or central idea of texts:** |

| INDICATOR | 9-10.RL.2.a. | Determine a theme and/or central idea. |

| INDICATOR | 9-10.RL.2.b. | Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details |

| INDICATOR | 9-10.RL.2.c. | Cite strong and thorough textual evidence. |

| CONTENT STANDARD | | Reading Standards for Literature/Fiction |

| BENCHMARK | | Key Ideas and Details |
| **GRADE LEVEL EXPECTATION** | **9-10.RL.3.** | **Analyze how and why characters and/or textual elements develop and interact over the course of a text:** |

| INDICATOR | 9-10.RL.3.a. | Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme. |

| INDICATOR | 9-10.RL.3.b. | Cite strong and thorough textual evidence. |

| CONTENT STANDARD | | Reading Standards for Literature/Fiction |

| BENCHMARK | | Craft and Structure |

| GRADE LEVEL EXPECTATION | 9-10.RL.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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language). |

| GRADE LEVEL EXPECTATION | 9-10.RL.5. | Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks). |

| CONTENT STANDARD | | Reading Standards for Literature/Fiction |

| BENCHMARK | | Range of Reading and Level of Text Complexity |

| GRADE LEVEL EXPECTATION | 9-10.RL.10. | By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed. |

| CONTENT STANDARD | | Reading Standards for Informational/Nonfiction Text |

| BENCHMARK | | Key Ideas and Details |
| **GRADE LEVEL EXPECTATION** | **9-10.RI.1.** | **Read closely to comprehend texts of grade-level appropriate complexity:** |

| INDICATOR | 9-10.RI.1.a. | Determine what the text says explicitly and implicitly. |

| INDICATOR | 9-10.RI.1.b. | Provide an objective summary of the text. |

| INDICATOR | 9-10.RI.1.c. | Cite strong and thorough textual evidence. |

| CONTENT STANDARD | | Reading Standards for Informational/Nonfiction Text |

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		Writing Standards

BENCHMARK		Production, Distribution, and Range of Writing
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)

GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…
INDICATOR		Introduce:
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…

INDICATOR		Practice:
INDICATOR	9-10.L.1.e.	Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD — Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD — Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD — Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD — Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9-10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9-10.W.7.a.	Develop a research question.
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9-10.W.8.a.	Use advanced searches effectively.
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…
INDICATOR		Introduce:
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Demonstrate proficiency in:**
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.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.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Vocabulary Acquisition and Use**

| GRADE LEVEL EXPECTATION | 9-10.L.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:

INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.

INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.

INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.2.	Determine and analyze a theme and/or central idea of texts:

INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:

INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.

INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure

GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**
BENCHMARK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	9-10.W.1.a.	Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.
INDICATOR	9-10.W.1.b.	Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	9-10.W.1.c.	Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.
INDICATOR	9-10.W.1.d.	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.
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9-10.W.1.f.	Provide a conclusion that follows from and supports the argument presented.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.7.**	**Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.**
INDICATOR	9-10.W.7.a.	Develop a research question.
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.a.	Use advanced searches effectively.
INDICATOR	9-10.W.8.b.	Assess the usefulness of each source in answering the research question.
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Demonstrate proficiency in:**
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards
BENCHMARK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RI.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details

GRADE LEVEL EXPECTATION	9-10.RI.3.	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	9-10.W.1.a.	Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.
INDICATOR	9-10.W.1.b.	Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	9-10.W.1.c.	Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.
INDICATOR	9-10.W.1.d.	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.
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9-10.W.1.f.	Provide a conclusion that follows from and supports the argument presented.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9-10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.7.	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
INDICATOR	9-10.W.7.a.	Develop a research question.
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9-10.W.8.a.	Use advanced searches effectively.
INDICATOR	9-10.W.8.b.	Assess the usefulness of each source in answering the research question.
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Introduce:
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD	**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Demonstrate proficiency in:**
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD	**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD	**Language Standards**

BENCHMARK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD	**Language Standards**

BENCHMARK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.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.

CONTENT STANDARD	**Language Standards**

BENCHMARK		**Vocabulary Acquisition and Use**

| GRADE LEVEL EXPECTATION | 9-10.L.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.1.**	**Read closely to comprehend texts of grade-level appropriate complexity:**
INDICATOR	9-10.RI.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RI.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RI.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.
INDICATOR	9-10.RI.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.3.**	**Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:**
INDICATOR	9-10.RI.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9-10.RI.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Craft and Structure**

GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**
BENCHMARK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	9-10.RI.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
INDICATOR	9-10.W.1.a.	Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.
INDICATOR	9-10.W.1.b.	Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
INDICATOR	9-10.W.1.c.	Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.
INDICATOR	9-10.W.1.d.	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.
INDICATOR	9-10.W.1.e.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9-10.W.1.f.	Provide a conclusion that follows from and supports the argument presented.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9-10.W.2.b.	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 aid comprehension.

INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.f.	Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
INDICATOR	9-10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.7.**	**Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.**
INDICATOR	9-10.W.7.a.	Develop a research question.
INDICATOR	9-10.W.7.c.	Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD		Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.a.	Use advanced searches effectively.
INDICATOR	9-10.W.8.b.	Assess the usefulness of each source in answering the research question.
INDICATOR	9-10.W.8.c.	Integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	9-10.W.9.	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**

INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.h.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.3.a.	Maintain consistency in style and tone.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details

GRADE LEVEL EXPECTATION	9-10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9-10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9-10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RL.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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9-10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9-10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.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.
INDICATOR	9-10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		**Speaking and Listening Standards**

BENCHMARK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**9-10.SL.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.**
INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9-10.SL.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.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		**Language Standards**

BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		**Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking…
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD	Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD	Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD	Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD	Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9-10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RL.1.b.	Provide an objective summary of the text.

INDICATOR	9-10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD — **Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	**9-10.RL.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD — **Reading Standards for Literature/Fiction**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	**9-10.RL.3.**	**Analyze how and why characters and/or textual elements develop and interact over the course of a text:**
INDICATOR	9-10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD — **Reading Standards for Literature/Fiction**

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RL.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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9-10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD — **Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	9-10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD — **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD	Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD	Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.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.
INDICATOR	9-10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.

INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		**Speaking and Listening Standards**
BENCHMARK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**9-10.SL.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.**
INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9-10.SL.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.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**

INDICATOR		Introduce:
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.3.c.	Apply an understanding of syntax to the study of complex texts when reading.

CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:
INDICATOR	9-10.RL.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9-10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9-10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.

INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		**Reading Standards for Literature/Fiction**

BENCHMARK		**Craft and Structure**

GRADE LEVEL EXPECTATION	9-10.RL.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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).

GRADE LEVEL EXPECTATION	9-10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD		**Reading Standards for Literature/Fiction**

BENCHMARK		**Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION	9-10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffoldingas needed.

CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**

INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.

INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		**Craft and Structure**

GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**

INDICATOR	9-10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.

INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.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.
INDICATOR	9-10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		**Writing Standards**
BENCHMARK		**Research to Build and Present Knowledge**

GRADE LEVEL EXPECTATION	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources.
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	9-10.SL.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.
INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
INDICATOR	9-10.SL.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.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Introduce:
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Practice:
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.1.	Within the context of authentic English writing and speaking...
INDICATOR		Demonstrate proficiency in:
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:

INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	9-10.L.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.

INDICATOR	9-10.L.3.c.	Apply an understanding of syntax to the study of complex texts when reading.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.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.

INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate 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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.1.	Read closely to comprehend texts of grade-level appropriate complexity:

INDICATOR	9-10.RL.1.a.	Determine what the text says explicitly and implicitly.

INDICATOR	9-10.RL.1.b.	Provide an objective summary of the text.
INDICATOR	9-10.RL.1.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.2.	Determine and analyze a theme and/or central idea of texts:
INDICATOR	9-10.RL.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RL.2.b.	Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details
INDICATOR	9-10.RL.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	9-10.RL.3.	Analyze how and why characters and/or textual elements develop and interact over the course of a text:
INDICATOR	9-10.RL.3.a.	Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
INDICATOR	9-10.RL.3.b.	Cite strong and thorough textual evidence.

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9-10.RL.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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
GRADE LEVEL EXPECTATION	9-10.RL.5.	Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).

CONTENT STANDARD		Reading Standards for Literature/Fiction

BENCHMARK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	9-10.RL.10.	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.

CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	**9-10.RI.2.**	**Determine and analyze a theme and/or central idea of texts:**
INDICATOR	9-10.RI.2.a.	Determine a theme and/or central idea.
INDICATOR	9-10.RI.2.b.	Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details.

CONTENT STANDARD		**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		**Craft and Structure**
GRADE LEVEL EXPECTATION	9-10.RI.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.a.	Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.2.g.	Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD		**Writing Standards**

BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

INDICATOR	9-10.W.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.
INDICATOR	9-10.W.3.b.	Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.3.c.	Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
INDICATOR	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATOR	9-10.W.3.e.	Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Production, Distribution, and Range of Writing**
GRADE LEVEL EXPECTATION	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.)
GRADE LEVEL EXPECTATION	9-10.W.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	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**9-10.W.8.**	**Gather relevant information from multiple authoritative print and digital sources.**
INDICATOR	9-10.W.8.e.	Follow a standard format for citation that is appropriate for the discipline and writing type.

CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**9-10.SL.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.**
INDICATOR	9-10.SL.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.
INDICATOR	9-10.SL.1.b.	Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

| INDICATOR | 9-10.SL.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. |

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Introduce:**
INDICATOR	9-10.L.1.b.	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Practice:**
INDICATOR	9-10.L.1.f.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.1.**	**Within the context of authentic English writing and speaking...**
INDICATOR		**Demonstrate proficiency in:**
INDICATOR	9-10.L.1.i.	Explain the function of phrases and clauses in general and their function in specific sentences.

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**9-10.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR		**Practice:**
INDICATOR	9-10.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)

CONTENT STANDARD		**Language Standards**
BENCHMARK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.3.c.	Apply an understanding of syntax to the study of complex texts when reading.

CONTENT STANDARD		Language Standards
BENCHMARK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**9-10.L.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.**
INDICATOR	9-10.L.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.

CONTENT STANDARD		Language Standards
BENCHMARK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

North Dakota Content Standards
Language Arts
Grade **10** - Adopted: **2017**

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		**Craft and Structure**
GRADE LEVEL EXPECTATION	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.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.**
INDICATOR	9-10.W.2.b.	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 aid comprehension.
INDICATOR	9-10.W.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
INDICATOR	9-10.W.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT STANDARD		Writing Standards
BENCHMARK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

| INDICATOR | 9-10.W.3.d. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters. |

| **CONTENT STANDARD** | | **Writing Standards** |

| **BENCHMARK** | | **Production, Distribution, and Range of Writing** |

| GRADE LEVEL EXPECTATION | 9-10.W.4. | Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1–3.) |

| GRADE LEVEL EXPECTATION | 9-10.W.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** | | **Language Standards** |

| **BENCHMARK** | | **Vocabulary Acquisition and Use** |

| GRADE LEVEL EXPECTATION | 9-10.L.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |