## Main Criteria: Structure and Style for Students Secondary Criteria: North Dakota Content Standards Subject: Language Arts Grade: 10

## Structure and Style for Students

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

#### 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.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 Reading Standards for Informational/Nonfiction Text STANDARD

# BENCHMARK Key Ideas and Details GRADE LEVEL EXPECTATION 9-10.RI.2. Determine and analyze a theme and/or central idea of texts: 1NDICATOR 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 Cite strong and thorough textual evidence.

10.RI.2.c.

#### CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

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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.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.
CONT ENT ST AND ARD		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.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		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	Writing Standards
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

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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 LEVEL9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products. UseEXPECTATION10.W.6.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 ST ANDARD		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.
CONT ENT ST ANDARD		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 LEVEL9-Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency andEXPECTATION10.SL.6.poise, and a command of formal English when indicated or appropriate.

#### CONTENT La STANDARD

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-	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses

OR 9- Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses
 10.L.1.b. (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		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 Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		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 Language Standards STANDARD

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:	

# CONTENT Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.

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

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		Reading Standards for Informational/Nonfiction Text

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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.

## Writing Standards

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		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 ST AND ARD

#### BENCHMARK Text Types and Purposes **GRADE LEVEL** 9. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information **EXPECTATION** 10.W.2. clearly and accurately through the effective selection, organization, and analysis of content. INDICATOR 9-Organize complex ideas, concepts, and information to make important connections and distinctions; include 10.W.2.b. formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. INDICATOR 9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.W.2.c. other information and examples appropriate for purpose and audience. INDICATOR 9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.W.2.e. INDICATOR 9-Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in 10.W.2.f. which they are writing. Writing Standards CONTENT **STANDARD** 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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 LEVEL9-Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency andEXPECTATION10.SL.6.poise, and a command of formal English when indicated or appropriate.

#### CONTENT Language Standards STANDARD

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

CONTENT STANDARD Language Standards

writing or presentations.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
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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.

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)
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Knowledge of Language

DENGINIARI		Kilowedge of Language
GRADE LEVEL EXPECTATION		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-	Maintain consistency in style and tone.

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Maintain consistency in style and tone. 10.L.3.a.

CONTENT **STANDARD**  Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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	Language Standards
STANDARD	

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

## 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** 

**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

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 ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL	9-	By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of

EXPECTATION 10.RL.10. 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.

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.Rl.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.Rl.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.
CONT ENT ST AND ARD		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 ST ANDARD		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 Propel conversations by posing and responding to questions that relate the current discussion to broader themes or 10.SL.1.c.

 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 Language Standards

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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

#### CONTENT STANDARD

## Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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		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:

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.
CONT ENT ST AND ARD		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

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

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.

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, with scaffoldingas needed.
CONTENT ST ANDARD		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.Rl.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.Rl.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.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	9- 10.L.1.	Within the context of authentic English writing and speaking

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

INDICATOR

INDICATOR

9-

10.L.1.b.

Introduce:

writing or presentations.

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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		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:

### 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

**Reading Standards for Literature/Fiction** 

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL	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.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 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.Rl.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.Rl.2.c.	Cite strong and thorough textual evidence.

CONTENT Reading Standards for Informational/Nonfiction Text

## STANDARD

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.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.
CONT ENT ST AND ARD		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 ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	9- 10.Rl.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.
CONT ENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
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 ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
BENCHMARK GRADE LEVEL EXPECT AT ION	9- 10.W.1.	Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE LEVEL	<b>10.W.1.</b> 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning
GRADE LEVEL EXPECTATION	<b>10.W.1.</b> 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in
GRADE LEVEL EXPECT AT ION INDICATOR	<b>10.W.1.</b> 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECT AT ION INDICATOR	<b>10.W.1.</b> 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.         Writing Standards
GRADE LEVEL EXPECT AT ION INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	9- 10.W.1.e.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.         Writing Standards         Text Types and Purposes         Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
GRADE LEVEL EXPECTATION INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION	9- 10.W.1.e. 9- 10.W.1.e. 9- 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.         Writing Standards         Text Types and Purposes         Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.         Organize complex ideas, concepts, and information to make important connections and distinctions; include
GRADE LEVEL EXPECTATION INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	9- 10.W.1.e. 9- 10.W.1.e. 9- 10.W.2.b. 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.         Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.         Writing Standards         Text Types and Purposes         Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.         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.         Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

INDICATOR 9-Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating 10.W.2.g. implications or the significance of the topic). CONTENT Writing Standards **STANDARD** BENCHMARK Text Types and Purposes GRADE LEVEL 9-Write narratives to develop real or imagined experiences or events using effective technique, well-**EXPECTATION** 10.W.3. chosen details, and well-structured event sequences. INDICATOR 9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, 10.W.3.d. events, setting, and/or characters. INDICATOR Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative. 9-10.W.3.e. CONTENT Writing Standards **STANDARD** BENCHMARK Production, Distribution, and Range of Writing GRADE LEVEL Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are 9-EXPECTATION 10.W.4. appropriate to a range of tasks, purposes, and audiences. (Gradespecific expectations for writing types are defined in standards 1-3.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing GRADE LEVEL 9-EXPECTATION 10.W.5. 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 9-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. EXPECTATION 10.W.6. CONTENT Writing Standards **STANDARD** 

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		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.

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

CONTENT STANDARD Speaking and Listening Standards

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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 ST ANDARD		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 Language Standards STANDARD

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

## CONTENT STANDARD

Language Standards

writing or presentations.

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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.

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 Language Standards STANDARD

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 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

#### 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.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 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.Rl.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.Rl.2.c.	Cite strong and thorough textual evidence.

#### CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

 

 BENCHMARK
 Key Ideas and Details

 GRADE LEVEL EXPECT ATION
 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

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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	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.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		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

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

#### CONTENT Writing Standards **STANDARD**

9-

BENCHMARK Text Types and Purposes **GRADE LEVEL** 9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information **EXPECTATION** 10.W.2. clearly and accurately through the effective selection, organization, and analysis of content. INDICATOR 9-Organize complex ideas, concepts, and information to make important connections and distinctions; include 10.W.2.b. formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or INDICATOR 9-10.W.2.c. other information and examples appropriate for purpose and audience. INDICATOR 9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.W.2.e. INDICATOR 9-Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in 10.W.2.f. which they are writing.

CONTENT	Writing	Standards
ST AND ADD		

10.W.3.d. events, setting, and/or characters.

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

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 ST ANDARD		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 ST ANDARD		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 Language Standards STANDARD

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 Language Standards STANDARD

# BENCHMARK Conventions of Standard English GRADE LEVEL EXPECT AT ION 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 Language Standards STANDARD

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

CONT ENT ST AND ARD		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.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.
CONT ENT ST AND ARD		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.Rl.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.Rl.2.c.	Cite strong and thorough textual evidence.
CONT ENT ST AND ARD		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.Rl.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.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.Rl.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 ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity

 GRADE LEVEL
 9 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
 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.
CONT ENT ST ANDARD		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 Writing Standards STANDARD

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

CONTENT STANDARD

**STANDARD** 

Writing Standards

 BENCHMARK
 Production, Distribution, and Range of Writing

 GRADE LEVEL
 9 

 Produce clear and coherent writing in which the development, organization, style,

GRADE LEVEL9-Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) areEXPECTATION10.W.4.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.
CONT ENT ST AND ARD		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 Stan	dard English
GRADE LEVEL 9- EXPECTATION 10.L		f 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 Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and

#### CONTENT Language Standards STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		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		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 LEVEL9-10.L.6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,<br/>speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary<br/>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: \textbf{2017}

CONTENT	
STANDARD	

**Reading Standards for Literature/Fiction** 

BENCHMARK

Key Ideas and Details

GRADE LEVEL EXPECTATION		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.

**Reading Standards for Literature/Fiction** 

**Reading Standards for Literature/Fiction** 

#### CONTENT STANDARD

 

 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 Cite strong and thorough textual evidence.

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

#### CONTENT STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION		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 scaffolding sneeded.

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

CONT ENT ST AND ARD		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

Writing Standards

STANDARD

 BENCHMARK
 Research to Build and Present Knowledge

 GRADE LEVEL
 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 Language Standards STANDARD

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

#### CONTENT STANDARD

Language Standards

writing or presentations.

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	Within the context of authentic English writing and speaking
INDICATOR	Demonstrate proficiency in:

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

CONTENT STANDARD

INDICATOR

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:

#### CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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	
ST AND ARD	)

**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.Rl.1.a.	Determine what the text says explicitly and implicitly.
INDICATOR	9- 10.Rl.1.c.	Cite strong and thorough textual evidence.
CONTENT		Reading Standards for Informational/Nonfiction Text

STANDARD       Key Ideas and Details         BENCHMARK       Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:         EXPECTATION       ID.RI.3.       Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text:         INDICATOR       9- ID.RI.3.       Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text:         INDICATOR       9- ID.RI.3.       Cle strong and thorough textual evidence.       Procession         CONTENT       Persong and thorough textual evidence.       Persong and thorough textual evidence.         GONTENT       Persong and thorough textual evidence.       Persong and thorough textual evidence.         GONTENT       Persong and thorough textual evidence.       Persong and thorough textual evidence.         GONTENT       Persong and thorough textual evidence.       Persong and thorough textual evidence.         GENEMARK       Q       Creat and Structure       Persong and thorough textual evidence.         GRADE LEVEL       9- ID.RIA.       Reading Standards for Informational/Nonfiction Text         BENCHMARK       Range of Reading and Level of Text Complexity       Reading court epinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in tanguage of a court epinion differs from text complexity.       Note analyzing how the etent of grade 9, read and comprehend	BENCHMARK		Key Ideas and Details
IOURL2.       and refined by specific details.         INDICATOR       9.       Cestrong and thorough textual evidence.         IOURL2.       Reading Standards for Informational/Nonfiction Text         BENCHMARK       Image: Standards for Informational/Nonfiction Text         READE LEVEN       10.RL3.       Analyze how and why individuals, sequences of events, or ideas develop and/or interact over the course of a text.         INDICATOR       0.       10.RL3.       Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.         INDICATOR       0.       0.       Cestrong and thorough textual evidence.         INDICATOR       0.       Reading Standards for Informational/Nonfiction Text         INDICATOR       V       Reading Standards for Informational/Nonfiction Text			Determine and analyze a theme and/or central idea of texts:
IDENCIONTENT       IDENCIMARY       Reading Standards for Informational/Nonfiction Text         BENCHMARK       Key Ideas and Details       Reading Standards for Informational/Nonfiction Text         BENCHMARK       In.N.       Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text.         INDICATOR       In.N.       Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.         INDICATOR       In.N.       Cesting Standards for Informational/Nonfiction Text         BENCHMARK       Image of a court ophic interact over the course of a text.         INDICATOR       Image of a court ophic interact ophic interact over the course of a text.         INDICATOR       Image of a court ophic interact ophic inte	INDICATOR		
STANDARD       Verify ideas and Details         BENCHMARK       Key ideas and Details         GRADE LEVEL       90.81.3.       Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text.         INDICATOR       90.81.3.       Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.         INDICATOR       90.81.3.       Cete stong and thorough textual evidence.         INDICATOR       9       Cete stong and thorough textual evidence.         CONTENT       Verifies Standards for Informational/Nonfiction Text         STANDARD       0-       Craft and Structure         BENCHMARK       0-       Determine the meaning of words and phrases as five are used in a text including figurative, connotative, and language of a court opnion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language of a court opnion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language of a court opnion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language of a court opnion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language of a court opnion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language of a court opnion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language of a court opnion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language of a court opnion differs fro	INDICATOR	-	Cite strong and thorough textual evidence.
GRADE LEVEL EXPECTATION       9- 10.RL3.       Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:         INDICATOR       9- 10.RL3.       Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text:         INDICATOR       9- 10.RL3.       Cle stong and thorough textual evidence.         INDICATOR       9- 10.RL3.       Cle stong and thorough textual evidence.         GRADE LEVEL       Craft and Structure       Craft and Structure         GRADE LEVEL       9- 10.RL4.       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 perspecitives or bias in language).         CONTENT STANDARD       Reading Standards for Informational/Nonfiction Text         BENCHMARK       Range of Reading and Level of Text Complexity         GRADE LEVEL       9- 10.RL10.       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, profecienty 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, profecienty and independently, with scaffolding as needed.         BENCHMARK       Text Types and Purposes         GRADE	CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
EXPECTATION         IO.RI.3.         International Number of the Number of Numer of Number of Number of Numer of Number of Number of Nu	BENCHMARK		Key Ideas and Details
INDICATOR       9- IDRI3b.       Cite storng and thorough textual evidence.         INDICATOR       9- IDRI3b.       Cite storng and thorough textual evidence.         STANDARD       Craft and Structure         BENCHMARK       Craft and Structure         GRADE LEVEL       9- IDRI3b.       Determine the meaning of words and phrases as they are used in a text, including figurative, comotative, and technical meaning; 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/Nonfliction Text         BENCHMARK       Range of Reading and Level of Text Complexity         GRADE LEVEL       9- EXPECITATION       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, proliciently and independently, with scatoliding 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, proliciently and independently, with scatoliding as needed.         CONTENT EXPECITATION       10-RI.0       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, proliciently and independently, with scatoliding as needed.         CONTENT EXPECITATION       10-RI.0       Writing Standards         BENCHMARK       Stand		-	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
ID.R13.b.       Reading Standards for Informational/Nonfiction Text         BENCHMARK       Image: Ima	INDICATOR		Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
STANDARD       Craft and Structure         BENCHMARK       9-       Craft and Structure         GRADE LEVEL       9-       Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and texhnical 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       Reading Standards for Informational/Nonfiction Text         BENCHMARK       9-       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, profeciently and independently, with scaffolding as needed. 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, profeciently and independently, with scaffolding as needed. 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, profeciently and independently, with scaffolding as needed.         CONTENT       Virting Standards         BENCHMARK       Text Types and Purposes         BENCHMARK       Stabilish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.         Writing Standards       Uriting Standards	INDICATOR		Cite strong and thorough textual evidence.
GRADE LEVEL EXPECTATION       9- 10.RI.4.       Determine the meanings; analyze the impact of specific word choices on meaning and hore (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.0.         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 STANDARD       9- 10.W.1.         BENCHMARK       Vriting Standards         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 10.W.1.e.         Writing Standards       Writing Standards	CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
EXPECTATION       10.Rl4.       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       Reading Standards for Informational/Nonfiction Text         BENCHMARK       Image of Reading and Level of Text Complexity         GRADE LEVEL       9-         EXPECTATION       10.Rl.0.         BENCHMARK       Image of Reading and Level of Text Complexity         GRADE LEVEL       9-         EXPECTATION       10.Rl.0.         BENCHMARK       Image of court opinion differs from that of a newspaper; identify, with scaffolding as needed. 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.         CONTENT       Image of text Types and Purposes         ERACHMARK       Text Types and Purposes         GRADE LEVEL       9-         INDICATOR       9-         IDUCATOR       Writing Standards         IDUCA	BENCHMARK		Craft and Structure
STANDARD       Range of Reading and Level of Text Complexity         BENCHMARK       9-         GRADE LEVEL       9-         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       Viting Standards         BENCHMARK       Text Types and Purposes         GRADE LEVEL       9-         INDICATOR       9-         INDICATOR       9-         INDICATOR       9-         INTERT       Writing Standards         Writing Standards       Writing Standards			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
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 EXPECT ATION       9- 10.W.1.         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			Reading Standards for Informational/Nonfiction Text
EXPECTATION       10.Rl.10.       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		Range of Reading and Level of Text Complexity
STANDARD       Text Types and Purposes         BENCHMARK       9-         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       Writing Standards			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
GRADE LEVEL EXPECT ATION       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	CONTENT STANDARD		Writing Standards
EXPECT ATION       10.W.1.       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
10.W.1.e. which they are writing. CONTENT Writing Standards STANDARD			
STANDARD	INDICATOR		
BENCHMARK Text Types and Purposes	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.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL<br/>EXPECT ATION9-<br/>10.W.8.Gather relevant information from multiple authoritative print and digital sources.

INDICATOR 9-Follow a standard format for citation that is appropriate for the discipline and writing type. 10.W.8.e. CONTENT Writing Standards **STANDARD** BENCHMARK Research to Build and Present Knowledge GRADE LEVEL 9-Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills EXPECTATION 10.W.9. described in 9-10 reading standards. CONTENT Language Standards **STANDARD** 

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 Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		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	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 ST ANDARD		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 ST ANDARD		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.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 ST ANDARD		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.Rl.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.Rl.2.c.	Cite strong and thorough textual evidence.
CONT ENT ST AND ARD		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.Rl.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.
CONT ENT ST AND ARD		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 ST ANDARD		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, with scaffolding as needed.
CONT ENT ST AND ARD		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.

# 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.
CONT ENT ST AND ARD		Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		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 Writing Standards STANDARD

BENCHMARK	Research to Build and Present Knowledge	
GRADE LEVEL 9- EXPECTATION 10.W	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.	

INDICATOR 9- Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 10.W.7.c.

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 LEVEL9-Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skillsEXPECTATION10.W.9.described in 9-10 reading standards.

Speaking and Listening Standards

CONTENT STANDARD

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

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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		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 Language Standards

# STANDARD

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 Language Standards STANDARD

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

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.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 ST ANDARD		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.Rl.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-	Cite strong and thorough textual evidence.
	10.RI.2.c.	

### 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.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.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, with scaffolding as needed.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		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 ST ANDARD		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.
CONT ENT ST AND ARD		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.
CONT ENT ST ANDARD		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.

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		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

Language Standards

Vocabulary Acquisition and Use

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		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

BENCHMARK

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	

# GRADE LEVEL SEXPECTATION

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.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 Informational/Nonfiction Text

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.Rl.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.Rl.2.c.	Cite strong and thorough textual evidence.

CONTENT STANDARD

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.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.	
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Craft and Structure	

GRADE LEVEL 9-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
EXPECTATION 10.RI.4.	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 LEVEL9-Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences inEXPECTATION10.RI.5.developing and refining a key concept.

CONTENT Reading Standards for Informational/Nonfiction Text STANDARD

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, with scaffolding as needed.	

#### CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		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** 9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information **EXPECTATION** 10.W.2. clearly and accurately through the effective selection, organization, and analysis of content. INDICATOR 9-Organize complex ideas, concepts, and information to make important connections and distinctions; include 10.W.2.b. formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. INDICATOR 9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.W.2.c. other information and examples appropriate for purpose and audience. INDICATOR 9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.W.2.e. INDICATOR 9-Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in 10.W.2.f. which they are writing.

# CONTENT Writing Standards

# STANDARD

 

 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, wellchosen 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.

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

CONTENT **ST AND ARD** 

# 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

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 Language Standards STANDARD

9-

10.L.1.b.

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

# Language Standards

GRADE LEVEL EXPECTATION9- 10.L.1.Within the context of authentic English writing and speakingINDICATORDemonstrate proficiency in:INDICATOR9- 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.	BENCHMARK		Conventions of Standard English
INDICATOR       9-       Recognize variations from Standard English in their own and others' writing and speaking, and identify and use			Within the context of authentic English writing and speaking
	INDICATOR		Demonstrate proficiency in:
	INDICATOR	-	

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

### CONTENT STANDARD

CONTENT

**STANDARD** 

Language Standards

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

### CONTENT Language Standards

STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		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

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- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.L.4.a. 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 Writing Standards STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		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 Writing Standards STANDARD

BENCHMARK **Text Types and Purposes GRADE LEVEL** 9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information **EXPECTATION** 10.W.2. clearly and accurately through the effective selection, organization, and analysis of content. INDICATOR 9-Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader. 10.W.2.a. **INDICATOR** 9-Organize complex ideas, concepts, and information to make important connections and distinctions; include 10.W.2.b. formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. INDICATOR 9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.W.2.c. other information and examples appropriate for purpose and audience. INDICATOR 9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.W.2.e. INDICATOR 9-Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in 10.W.2.f. which they are writing. INDICATOR 9-Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating 10.W.2.g. implications or the significance of the topic). CONTENT Writing Standards **STANDARD** 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.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL9-Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skillsEXPECTATION10.W.9.described in 9-10 reading standards.

### 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	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 Language Standards **STANDARD**

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:

### CONTENT STA

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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.

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
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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 Reading Standards for Literature/Fiction
STANDARD

# 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.

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
 9 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. 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

DARD

 

 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 Writing Standards STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		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 Writing Standards

STANDARD

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.

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 Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		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.

Language Standards

# STANDARD

CONTENT

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 Language Standards STANDARD

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

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

CONT ENT ST AND ARD		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	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
EXPECTATION		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 Reading Standards for Literature/Fiction STANDARD

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-Cite strong and thorough textual evidence. 10.RL.2.c. CONTENT **Reading Standards for Literature/Fiction** ST AND ARD BENCHMARK Key Ideas and Details **GRADE LEVEL** ۹. Analyze how and why characters and/or textual elements develop and interact over the course of a **EXPECTATION** 10.RL.3. text: INDICATOR 9-Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; 10.RL.3.a. 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-Cite strong and thorough textual evidence. 10.RL.3.b. CONTENT **Reading Standards for Literature/Fiction STANDARD** BENCHMARK **Craft and Structure** GRADELEVEL **9**-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative **EXPECTATION** 10.RL.4. 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 I EVEL 9-Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, EXPECTATION 10.RL.5. tension, or surprise (e.g., pacing, flashbacks). CONTENT **Reading Standards for Literature/Fiction STANDARD** BENCHMARK Range of Reading and Level of Text Complexity GRADE I EVEL 9-By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of EXPECTATION 10.RI 10 print genres and other media, proficiently and independently, with scatfolding, 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 **Reading Standards for Informational/Nonfiction Text STANDARD** BENCHMARK Key Ideas and Details GRADE LEVEL 9-Read closely to comprehend texts of grade-level appropriate complexity: **EXPECTATION** 10.RI.1. INDICATOR 9-Determine what the text says explicitly and implicitly. 10.RI.1.a. INDICATOR 9-Provide an objective summary of the text. 10.RI.1.b. INDICATOR 9-Cite strong and thorough textual evidence. 10.RI.1.c.

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.Rl.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.Rl.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.Rl.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.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
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.
CONT ENT ST AND ARD		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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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

Reading Standards for Informational/Nonfiction Text

ст	ANDARD
31	ANDARD

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.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.

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.Rl.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.Rl.2.c.	Cite strong and thorough textual evidence.
CONT ENT ST AND ARD		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.Rl.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.
CONT ENT ST AND ARD		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 ST ANDARD		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, with scaffolding as needed.
CONT ENT ST AND ARD		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.

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		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
<b>STANDARD</b>

Writing Standards

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

CONTENT	Writing Standards
STANDARD	

'	Research to Build and Present Knowledge
	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
	Develop a research question.
	W.7.

Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

10.W.7.c.

9-

INDICATOR

Writing Standards CONTENT **STANDARD** 

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

CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL	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

Language Standards CONTENT **STANDARD** 

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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.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English

INDICATOR Practice:	GRADE LEVEL 9 EXPECTATION 10	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

BENCHMARK **Conventions of Standard English** GRADE LEVEL 9-Within the context of authentic English writing and speaking... **EXPECTATION** 10.L.1. INDICATOR Demonstrate proficiency in: INDICATOR 9-Recognize variations from Standard English in their own and others' writing and speaking, and identify and use 10.L.1.h. 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

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

Language Standards

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		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

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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	Language Standards
STANDARD	

BENCHMARK	Vocabulary Acquisition and Use	
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### 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.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		Reading Standards for Informational/Nonfiction Text

# **STANDARD**

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.Rl.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.Rl.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.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure

INDICATOR	9- 10.W.1.f.	Provide a conclusion that follows from and supports the argument presented.
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.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.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.b.	Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and 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.
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.
BENCHMARK		Text Types and Purposes
CONTENT ST ANDARD		Writing Standards
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.
BENCHMARK		Range of Reading and Level of Text Complexity
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
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.
EXPECTATION	10.RI.4.	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	9-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

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

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 Writing Standards STANDARD

	Research to Build and Present Knowledge
	Conduct short as well as more sustained research projects to answer questions (including selfgenerated questions) or solve problems.
9- 10.W.7.a.	Develop a research question.
	<b>10.W.7.</b> 9-

INDICATOR

9- S 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	Wi
STANDARD	

Writing Standards

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

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

# CONTENT Language Standards STANDARD

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 Language Standards STANDARD

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

# CONTENT Language Standards STANDARD

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.

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.
CONT ENT ST ANDARD		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

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.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 Informational/Nonfiction Text

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.Rl.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.Rl.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.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	9- 10.Rl.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 ST ANDARD		Reading Standards for Informational/Nonfiction Text
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, with scaffolding as needed.
CONTENT ST ANDARD		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.

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

BENCHM	ARK		Text Types and Purposes
GRADE L EXPECTA	EVEL 9- ATION 10		Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
INDICATO			Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
INDICATO		- .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.

# 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 Writing Standards STANDARD

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

### CONTENT STANDARD

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

INDICATOR Practice:	GRADE LEVEL 9- EXPECTATION 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

BENCHMARKConventions of Standard EnglishGRADE LEVEL<br/>EXPECT ATION9-<br/>10.L.1.Within the context of authentic English writing and speaking...INDICATORDemonstrate proficiency in:INDICATOR9-<br/>10.L.1.h.Recognize variations from Standard English in their own and others' writing and speaking, and identify and use<br/>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

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

Language Standards

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		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

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 ST AND ARD		Language Standards

BENCHMARK	Voca	abulary Acquisition and Use

## GRADE LEVEL 9 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.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.
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CONTENT STANDARD

## Reading Standards for Informational/Nonfiction Text

ST	AN	DA	RD	)

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.Rl.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.Rl.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.Rl.3.a.	Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.
INDICATOR	9- 10.Rl.3.b.	Cite strong and thorough textual evidence.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure

CONT ENT ST AND ARD		Writing Standards					
INDICATOR	9- 10.W.1.f.	Provide a conclusion that follows from and supports the argument presented.					
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.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.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.b.	Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and 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.					
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.					
BENCHMARK		Text Types and Purposes					
CONT ENT ST AND ARD		Writing Standards					
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, with scaffolding as needed.					
BENCHMARK		Range of Reading and Level of Text Complexity					
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text					
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.					
EXPECTATION	10.RI.4.	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	9-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and					

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		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- Organize complex ideas, concepts, and information to make important connections and distinctions; include 10.W.2.b. 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, c 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		Writing Standards			

CONTENT
<b>ST AND ARD</b>

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		Writing Standards

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

D	A	R	D		

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.	

GRADE LEVEL 9-EXPECTATION 10.L.1.

## 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 ST ANDARD		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

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 Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and

## CONTENT Language Standards STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		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 EXPECT ATION
 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: \textbf{2017}

CONTENT
STANDARD

Reading Standards for Literature/Fiction

BENCHMARK

Key Ideas and Details

GRADE LEVEL EXPECTATION		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.

**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
<b>STANDARD</b>

STANDARD		
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).

 BENCHMARK
 Range of Reading and Level of Text Complexity

 GRADE LEVEL
 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	Reading Standards for Informational/Nonfiction Text
STANDARD	

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

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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 ST AND ARD		Language Standards	

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		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.

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR		Practice:
INDICATOR	9-	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and

## CONTENT Language Standards STANDARD

 BENCHMARK
 Vocabulary Acquisition and Use

 GRADE LEVEL<br/>EXPECT ATION
 9-<br/>10.L.4.
 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on<br/>grades 9-10 reading and content, choosing flexibly from a range of strategies.

 INDICATOR
 9-<br/>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)<br/>as a clue to the meaning of a word or phrase.

## CONTENT Language Standards STANDARD

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

ST	AN	DAR	D

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

CONTENT Reading Standards for Literature/Fiction STANDARD

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** 

**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

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 ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity

GRADE LEVEL9-By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of<br/>print genres and other media, proficiently and independently, with scaffolding, as needed. By the end of grade 10,<br/>read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other<br/>media, proficiently and independently, with scaffolding as needed.

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.Rl.2.a.	Determine a theme and/or central idea.					
INDICATOR	9- 10.Rl.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 ST ANDARD		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 ST ANDARD		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 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences,

 10.W.3.d.
 events, setting, and/or characters.

 INDICATOR
 9 Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.

 10.W.3.e.
 10.W.3.e.

CONTENT Writing Standards STANDARD

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

**Speaking and Listening Standards** 

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION9- 10.W.8.Gather relevant information from multiple authoritative print and digital sources.		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 ST AND ARD

BENCHMARK **Comprehension and Collaboration GRADE LEVEL** 9-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 **EXPECTATION** 10.SL.1. and expressing their own clearly and persuasively. INDICATOR 9-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, 10.SL.1.a. well-reasoned exchange of ideas. INDICATOR 9-Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking 10.SL.1.b. votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. INDICATOR 9-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or 10.SL.1.c. 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	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 Language Standards STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

INDICATOR 9-1

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 Language Standards STANDARD

# 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 Language Standards STANDARD

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 Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use			
GRADE LEVEL 9- EXPECTATION 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.			

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

**Reading Standards for Literature/Fiction** 

**STANDARD** 

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

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION		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 ST ANDARD		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.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
		Reading Standards for Informational/Nonfiction Text Key Ideas and Details
STANDARD	9- 10.RI.2.	-
STANDARD BENCHMARK GRADE LEVEL		Key Ideas and Details
STANDARD BENCHMARK GRADE LEVEL EXPECTATION	<b>10.RI.2.</b> 9-	Key Ideas and Details Determine and analyze a theme and/or central idea of texts:
ST ANDARD BENCHMARK GRADE LEVEL EXPECT AT ION INDICATOR	9- 10.Rl.2.a. 9- 10.Rl.2.b.	Key Ideas and Details         Determine and analyze a theme and/or central idea of texts:         Determine a theme and/or central idea.         Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped
ST ANDARD BENCHMARK GRADE LEVEL EXPECT AT ION INDICATOR INDICATOR	9- 10.Rl.2.a. 9- 10.Rl.2.b.	Key Ideas and Details         Determine and analyze a theme and/or central idea of texts:         Determine a theme and/or central idea.         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.
ST ANDARD BENCHMARK GRADE LEVEL EXPECT AT ION INDICATOR INDICATOR CONTENT STANDARD	9- 10.Rl.2.a. 9- 10.Rl.2.b.	Key Ideas and Details         Determine and analyze a theme and/or central idea of texts:         Determine a theme and/or central idea.         Determine a theme and/or central idea.         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.         Reading Standards for Informational/Nonfiction Text

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		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).

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.
CONT ENT ST AND ARD		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.
CONT ENT ST AND ARD		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-	Come to discussions prepared, having read and researched material under study; explicitly draw on that

		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.

10.SL.1.a. preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

## CONTENT Language Standards STANDARD

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

## CONTENT I STANDARD

Language Standards

writing or presentations.

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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 Language Standards STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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.

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

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

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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

Language Arts

# Grade 10 - Adopted: 2017

## CONTENT STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION		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 **Reading Standards for Literature/Fiction STANDARD**

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**

## BENCHMARK Key Ideas and Details GRADE LEVEL 9-Analyze how and why characters and/or textual elements develop and interact over the course of a **EXPECTATION** 10.RL.3. text: INDICATOR 9-Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; 10.RL.3.a. 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-Cite strong and thorough textual evidence. 10.RL.3.b. **Reading Standards for Literature/Fiction**

**Reading Standards for Literature/Fiction** 

CONTENT **STANDARD** 

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).
CONT ENT ST AND ARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity

GRADE LEVEL 9-

By the end of grade 9, read and comprehend grade-level literature with appropriate text complexity, in a variety of EXPECTATION 10.RL.10. 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 Reading Standards for Informational/Nonfiction Text **STANDARD**

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.Rl.2.a.	Determine a theme and/or central idea.
INDICATOR	9- 10.Rl.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.
CONT ENT ST AND ARD		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		Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader. 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.
	10.W.2.a. 9-	Organize complex ideas, concepts, and information to make important connections and distinctions; include
INDICATOR	10.W.2.a. 9- 10.W.2.b. 9-	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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
INDICATOR	10.W.2.a. 9- 10.W.2.b. 9- 10.W.2.c. 9-	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. 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.

BENCHMARK Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-GRADE LEVEL 9-EXPECTATION 10.W.3. 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 ST ANDARD		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

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or 10.SL.1.c. larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

### CONTENT Language Standards **STANDARD**

9-

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-	Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses

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

## CONTENT **ST AND ARD**

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

## CONTENT Language Standards **STANDARD**

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		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 Language Standards **STANDARD**

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 Language Standards **STANDARD**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		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.

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	l	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<br/>STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Craft and Structure CRADE LEVEL 9 Determine the meaning of words and phrases as they are used in a text including figurative connotative

GRADE LEVEL9-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, andEXPECTATION10.RI.4.technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the<br/>language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in<br/>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

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXPECTATION	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.