Main Criteria: Structure and Style for Students

Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grade: 10

Structure and Style for Students

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

Wyoming Content and Performance Standards

Language Arts

CONTENT ST ANDARD	WY.RI.9- 10.	Reading Standards for Informational Text					
BENCHMARK		Key Ideas and Details					
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.					
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.					
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.					
CONTENT ST ANDARD	WY.RI.9- 10.	Reading Standards for Informational Text					
BENCHMARK		Craft and Structure					
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and echnical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the anguage of a court opinion differs from that of a newspaper).					
CONTENT STANDARD	WY.W.9- 10.	Writing Standards					
		Writing Standards Text Types and Purposes					
STANDARD		•					
ST ANDARD BENCHMARK GRADE LEVEL	10. W.9-	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information					
STANDARD BENCHMARK GRADE LEVEL EXAMPLE	10. W.9- 10.2. W.9-	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. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding					
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	10. W.9- 10.2. W.9- 10.2(a) W.9-	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. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or					
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	10. W.9- 10.2. W.9- 10.2(a) W.9- 10.2(b) W.9-	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. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.					

GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)						
GRADE LEVEL EXAMPLE	W.9- 10.5.	evelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing n addressing what is most significant for a specific purpose and audience.						
GRADE LEVEL EXAMPLE	W.9- 10.6.	lse technology, including the Internet, to produce, publish, and update individual or shared writing products, taking dvantage of technology's capacity to link to other information and to display information flexibly and dynamically.						
CONTENT ST ANDARD	WY.W.9- 10.	Nriting Standards						
BENCHMARK		Research to Build and Present Knowledge						
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.						
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.						
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards						
BENCHMARK		Range of Writing						
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.						
CONTENT STANDARD	WY.SL.9- 10.	Speaking and Listening Standards						
		Speaking and Listening Standards Comprehension and Collaboration						
STANDARD								
ST ANDARD BENCHMARK GRADE LEVEL	10. SL.9-	Comprehension and Collaboration 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						
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE	10. SL.9- 10.1. SL.9-	Comprehension and Collaboration 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. 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,						
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	10. SL.9- 10.1(a) SL.9- SL.9-	Comprehension and Collaboration 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. 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. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or						
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	10. SL.9- 10.1(a) SL.9- 10.1(c) SL.9- 10.1(c)	Comprehension and Collaboration 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. 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. 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. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence						
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION EXPECTATION	10. SL.9- 10.1(a) SL.9- 10.1(c) SL.9- 10.1(c) SL.9- 10.1(d) WY.SL.9-	Comprehension and Collaboration 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. 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. 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. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.						

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

CONTENT WY.L.9-Language Standards **STANDARD** 10.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

CONTENT WY.L.9-Language Standards STANDARD 10.

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

CONTENT WY.L.9-Language Standards 10.

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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

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

Wyoming Content and Performance Standards Language Arts Grade 10 - Adopted: 2012

CONTENT STANDARD WY.RI.9- Reading Standards for Informational Text 10.

BENCHMARK		Key Ideas and Details					
GRADE LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences					
EXAMPLE		drawn from the text.					
GRADE LEVEL EXAMPLE	RI.9-10.2.	etermine a central idea of a text and analyze its development over the course of the text, including how it emerges nd is shaped and refined by specific details; provide an objective summary of the text.					
GRADE LEVEL EXAMPLE	RI.9-10.3.	nalyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are ade, how they are introduced and developed, and the connections that are drawn between them.					
CONT ENT ST AND ARD	WY.RI.9- 10.	Reading Standards for Informational Text					
BENCHMARK		Craft and Structure					
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and echnical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the anguage of a court opinion differs from that of a newspaper).					
CONTENT STANDARD	WY.W.9- 10.	Writing Standards					
BENCHMARK		Text Types and Purposes					
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.					
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.					
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.					
CONT ENT ST AND ARD	WY.W.9- 10.	Writing Standards					
BENCHMARK		Production and Distribution of Writing					
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.					
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.					
CONTENT	WY.W.9-	Writing Standards					

BENCHMARK		Research to Build and Present Knowledge					
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.					
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.					
CONTENT STANDARD	WY.W.9- 10.	Writing Standards					
BENCHMARK		Range of Writing					
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
CONTENT STANDARD	WY.SL.9- 10.	Speaking and Listening Standards					
BENCHMARK		Comprehension and Collaboration					
GRADE LEVEL EXAMPLE	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					
EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.					
EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.					
EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.					
CONTENT STANDARD	WY.SL.9- 10.	Speaking and Listening Standards					
BENCHMARK		Presentation of Knowledge and Ideas					
GRADE LEVEL EXAMPLE	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.					
CONTENT STANDARD	WY.L.9- 10.	Language Standards					
BENCHMARK		Conventions of Standard English					
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					

EXPECTATION L.9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses 10.1(b) (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 EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

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

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

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

Wyoming Content and Performance Standards

Language Arts

Grade	10	- Ado	nted.	2012
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CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Craft and Structure

GRADE LEVEL EXAMPLE	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONT ENT ST AND ARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing

GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.9- 10.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT ST ANDARD	WY.SL.9- 10.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
	10.	
BENCHMARK	10.	Conventions of Standard English
BENCHMARK GRADE LEVEL EXAMPLE	L.9- 10.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL	L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXAMPLE	L.9- 10.1. L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
GRADE LEVEL EXAMPLE EXPECTATION	L.9- 10.1. L.9- 10.1(b) WY.L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GRADE LEVEL EXAMPLE EXPECTATION	L.9- 10.1. L.9- 10.1(b) WY.L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Language Standards
GRADE LEVEL EXAMPLEEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL	L.9- 10.1. L.9- 10.1(b) WY.L.9- 10.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
GRADE LEVEL EXAMPLEEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXAMPLE	L.9- 10.1(b) WY.L.9- 10. 10. L.9- 10.2. L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXPECTATIONEXPECTATION	L.9- 10.1. L.9- 10.1(b) WY.L.9- 10.2. L.9- 10.2(c) WY.L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.

GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing

speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

EXAMPLE

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONT ENT ST AND ARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONT ENT ST AND ARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

CONTENT STANDARD

WY.W.9- Writing Standards 10.

BENCHMARK **Text Types and Purposes GRADE LEVEL** W.9-Write narratives to develop real or imagined experiences or events using effective technique, well-EXAMPLE 10.3. chosen details, and well-structured event sequences. EXPECTATION W.9-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 10.3(a) **EXPECTATION** W.9-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop 10.3(b) experiences, events, and/or characters. **EXPECTATION** W.9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 10.3(c) EXPECTATION W.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 10.3(d) **EXPECTATION** W.9-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of 10.3(e)the narrative. CONTENT WY.W.9-Writing Standards **STANDARD** 10. BENCHMARK **Production and Distribution of Writing GRADE LEVEL** W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXAMPLE 10.4. purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing EXAMPLE 10.5. on addressing what is most significant for a specific purpose and audience. GRADE LEVEL W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **EXAMPLE** 10.6. CONTENT WY.W.9-Writing Standards ST AND ARD 10 BENCHMARK Range of Writing W.9-GRADE LEVEL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXAMPLE 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. CONTENT WY.SL.9- Speaking and Listening Standards ST AND ARD 10. BENCHMARK **Comprehension and Collaboration** GRADE LEVEL SI 9. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and EXAMPLE 10.1. teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **EXPECTATION** SL.9-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, 10.1(a)

well-reasoned exchange of ideas.

EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
EXPECTATION CONTENT ST ANDARD		Spell correctly.
CONTENT	10.2(c) WY.L.9-	
CONT ENT ST AND ARD	10.2(c) WY.L.9-	Language Standards
CONTENT STANDARD BENCHMARK GRADE LEVEL	10.2(c) WY.L.9- 10.	Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	10.2(c) WY.L.9- 10. L.9- 10.4.	Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	10.2(c) WY.L.9- 10. L.9- 10.4(a) L.9-	Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION	10.2(c) WY.L.9- 10. L.9- 10.4(a) L.9- 10.4(d) WY.L.9-	Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Wyoming Content and Performance Standards

Language Arts

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXAMPLE	10.2. W.9-	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
EXPECTATION	10.2. W.9- 10.2(a) W.9-	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
EXPECTATION EXPECTATION	10.2. W.9- 10.2(a) W.9- 10.2(b) W.9-	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION EXPECTATION EXPECTATION	10.2. W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d) W.9- 10.2(f)	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented
EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION	10.2. W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d) W.9- 10.2(f) WY.W.9-	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

GRADE LEVELW.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, takingEXAMPLE10.6.advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.9- 10.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT ST ANDARD	WY.SL.9- 10.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATIONL.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses10.1(b)(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
writing or presentations.

CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82
		Wyoming Content and Performance Standards Language Arts Grade 10 - Adopted: 2012
CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details

GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT ST ANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

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

EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Wyoming Content and Performance Standards

Language Arts

		Grade 10 - Adopted: 2012
CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT ST ANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9-	Introduce a topic; organize complex ideas, concepts, and information to make important connections and
	10.2(a)	distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	
EXPECTATION	W.9-	comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
	W.9- 10.2(b) W.9- 10.2(d)	comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

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

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT ST ANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes

GRADE LEVEL EXAMPLE	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

GRADE LEVEL EXAMPLEL.9- 10.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	BENCHMARK	Conventions of Standard English

EXPECTATION L.9-10.2(c)

Spell correctly.

CONTENT WY.L.9- Language Standards STANDARD 10.

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

CONTENT WY.L.9- Language Standards STANDARD 10.

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

CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
		Writing Standards Production and Distribution of Writing
STANDARD		
BENCHMARK GRADE LEVEL	10. W.9-	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL	10. W.9- 10.4. W.9-	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL GRADE LEVEL	10. W.9- 10.4. W.9- 10.5. W.9-	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT	10. W.9- 10.4. W.9- 10.5. W.9- 10.6. WY.W.9-	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT STANDARD	10. W.9- 10.4. W.9- 10.5. W.9- 10.6. WY.W.9-	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing Standards
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL CONTENT STANDARD BENCHMARK GRADE LEVEL	10. W.9- 10.4. W.9- 10.5. W.9- 10.6. WY.W.9- 10. WY.W.9- 10.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing Standards Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE BENCHMARK GRADE LEVEL GRADE LEVEL EXAMPLE	10. W.9- 10.4. W.9- 10.5. W.9- 10.6. WY.W.9- 10.8. WY.W.9-	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing Standards Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

GRADE LEVELW.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aEXAMPLE10.10.single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

CONTENT		Reading Standards for Informational Text
STANDARD	10.	
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT ST ANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXAMPLE	10.2. W.9-	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
EXPECTATION	10.2. W.9- 10.2(a) W.9-	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
EXPECTATION EXPECTATION	10.2. W.9- 10.2(a) W.9- 10.2(b) W.9-	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION EXPECTATION EXPECTATION CONTENT	10.2. W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d) WY.W.9-	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXAMPLE EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD	10.2. W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d) WY.W.9-	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Writing Standards
EXAMPLE EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	10.2. W.9- 10.2(a) W.9- 10.2(b) W.9- 10.2(d) WY.W.9- 10.2(d) WY.W.9- 10.2(d) WY.W.9- 10.2(d)	clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.9- 10.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
	L.9-	Demonstrate command of the conventions of standard English capitalization, punctuation, and

EXAMPLE

10.2.

spelling when writing.

EXPECTATION	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138
		Wyoming Content and Performance Standards
		Language Arts Grade 10 - Adopted: 2012
CONT ENT ST AND ARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT ST ANDARD	WY.RI.9- 10.	Reading Standards for Informational Text

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

CONTENT	WY.W.9-	Writing Standards
STANDARD	10.	

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

CONTENT WY.L.9-Language Standards **STANDARD** 10.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

CONTENT WY.L.9-Language Standards STANDARD 10.

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

CONTENT WY.L.9- Language Standards 10.

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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

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

Wyoming Content and Performance Standards Language Arts Grade 10 - Adopted: 2012

CONTENT STANDARD WY.RI.9- Reading Standards for Informational Text 10.

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONT ENT ST AND ARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONT ENT ST AND ARD	WY.W.9- 10.	Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

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

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONT ENT ST AND ARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT ST ANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

EXPECTATION W.9- Use precise words and phrases, telling details, and senso 10.3(d) events, setting, and/or characters.	bry language to convey a vivid picture of the experiences,
CONTENT WY.W.9- Writing Standards STANDARD 10.	
BENCHMARK Production and Distribution of Writing	
GRADE LEVELW.9-Produce clear and coherent writing in which the developmeEXAMPLE10.4.purpose, and audience. (Grade-specific expectations for writing in which the developme)	
GRADE LEVELW.9-Develop and strengthen writing as needed by planning, revEXAMPLE10.5.on addressing what is most significant for a specific purpos	
GRADE LEVELW.9-Use technology, including the Internet, to produce, publish, aEXAMPLE10.6.advantage of technology's capacity to link to other information	
CONTENT WY.W.9- Writing Standards STANDARD 10.	
BENCHMARK Range of Writing	
GRADE LEVELW.9-Write routinely over extended time frames (time for researchEXAMPLE10.10.single sitting or a day or two) for a range of tasks, purposes	
CONTENT WY.L.9- Language Standards STANDARD 10.	
BENCHMARK Conventions of Standard English	
GRADE LEVEL EXAMPLEL.9- 10.2.Demonstrate command of the conventions of stand spelling when writing.	lard English capitalization, punctuation, and
EXPECTATION L.9- Spell correctly. 10.2(c)	
CONTENT WY.L.9- Language Standards STANDARD 10.	
BENCHMARK Vocabulary Acquisition and Use	
GRADE LEVEL EXAMPLEL.9- 10.4.Determine or clarify the meaning of unknown and meaning grades 9-10 reading and content, choosing flexibly	
EXPECTATION L.9- Use context (e.g., the overall meaning of a sentence, parage 10.4(a) as a clue to the meaning of a word or phrase.	graph, or text; a word's position or function in a sentence)
EXPECTATION L.9- Verify the preliminary determination of the meaning of a wo 10.4(d) context or in a dictionary).	ord or phrase (e.g., by checking the inferred meaning in
CONTENT WY.L.9- Language Standards STANDARD 10.	
BENCHMARK Vocabulary Acquisition and Use	

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

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

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

STANDARD	10.	
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

Wyoming Content and Performance Standards

Language Arts

		Grade 10 - Adopted: 2012	
CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text	
BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text	
BENCHMARK		Craft and Structure	
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
CONTENT STANDARD	WY.W.9- 10.	Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	

EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
EXPECTATION	W.9- 10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.		
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards		
BENCHMARK		Production and Distribution of Writing		
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
CONTENT	WY.W.9-	Writing Standards		
STANDARD	10.			
		Research to Build and Present Knowledge		
STANDARD	10.	-		
BENCHMARK GRADE LEVEL	10.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the		
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE	10. W.9-10.7. W.9-	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text		
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE	10. W.9-10.7. W.9- 10.8. WY.W.9-	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT ST ANDARD	10. W.9-10.7. W.9- 10.8. WY.W.9-	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Writing Standards		
STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL CONTENT STANDARD BENCHMARK GRADE LEVEL	10. W.9-10.7. W.9- 10.8. WY.W.9- 10. W.9-	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a		
STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE BENCHMARK GRADE LEVEL EXAMPLE CONTENT	 10. W.9-10.7. W.9-10.8. WY.W.9-10.8. WY.U.9-10.10. WY.L.9- 	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Writing Standards Mite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT	 10. W.9-10.7. W.9-10.8. WY.W.9-10.8. WY.U.9-10.10. WY.L.9- 	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Writing Standards Range of Writing Virte routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Language Standards		

EXPECTATIONL.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses10.1(b)(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
writing or presentations.

CONTENT STANDARD	WY.L.9- 10.	Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
EXPECTATION	L.9- 10.2(c)	Spell correctly.	
CONTENT STANDARD	WY.L.9- 10.	Language Standards	
BENCHMARK		Knowledge of Language	
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	
CONTENT STANDARD	WY.L.9- 10.	Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
CONTENT STANDARD	WY.L.9- 10.	Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174	
		Wyoming Content and Performance Standards Language Arts Grade 10 - Adopted: 2012	
CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text	
BENCHMARK		Key Ideas and Details	

GRADE LEVEL EXAMPLE	RI.9-10.1.	ite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences rawn from the text.			
GRADE LEVEL EXAMPLE	RI.9-10.2.	etermine a central idea of a text and analyze its development over the course of the text, including how it emerges d is shaped and refined by specific details; provide an objective summary of the text.			
GRADE LEVEL EXAMPLE	RI.9-10.3.	nalyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are ade, how they are introduced and developed, and the connections that are drawn between them.			
CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text			
BENCHMARK		Craft and Structure			
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).			
CONTENT STANDARD	WY.W.9- 10.	Writing Standards			
BENCHMARK		Text Types and Purposes			
GRADE LEVEL EXAMPLE	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
EXPECTATION	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			
EXPECTATION	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.			
EXPECTATION	W.9- 10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
EXPECTATION	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
EXPECTATION	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.			
CONTENT STANDARD	WY.W.9- 10.	Writing Standards			
BENCHMARK		Text Types and Purposes			
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
EXPECTATION	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
CONTENT STANDARD	WY.W.9- 10.	Writing Standards			
BENCHMARK		Production and Distribution of Writing			

GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
GRADE LEVEL EXAMPLE	W.9- 10.5.	evelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing n addressing what is most significant for a specific purpose and audience.			
GRADE LEVEL EXAMPLE	W.9- 10.6.	Jse technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			
CONTENT STANDARD	WY.W.9- 10.	Vriting Standards			
BENCHMARK		Research to Build and Present Knowledge			
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
CONTENT STANDARD	WY.W.9- 10.	Writing Standards			
BENCHMARK		Range of Writing			
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
CONTENT STANDARD	WY.L.9- 10.	Language Standards			
BENCHMARK		Conventions of Standard English			
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
CONTENT STANDARD	WY.L.9- 10.	Language Standards			
BENCHMARK		Conventions of Standard English			
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
EXPECTATION	L.9- 10.2(c)	Spell correctly.			
CONTENT STANDARD	WY.L.9- 10.	Language Standards			
BENCHMARK		Knowledge of Language			
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			

EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.		
CONTENT STANDARD	WY.L.9- 10.	Language Standards		
BENCHMARK		Vocabulary Acquisition and Use		
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.		
EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
CONTENT STANDARD	WY.L.9- 10.	Language Standards		
BENCHMARK		Vocabulary Acquisition and Use		
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184		
		Wyoming Content and Performance Standards Language Arts		
		Grade 10 - Adopted: 2012		
CONT ENT ST AND ARD	WY.RI.9- 10.			
		Grade 10 - Adopted: 2012		
STANDARD	10.	Grade 10 - Adopted: 2012 Reading Standards for Informational Text		
BENCHMARK GRADE LEVEL	10. RI.9-10.1.	Grade 10 - Adopted: 2012 Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences		
STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL	10. RI.9-10.1. RI.9-10.2.	Grade 10 - Adopted: 2012 Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges		
STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL GRADE LEVEL	10. RI.9-10.1. RI.9-10.2. RI.9-10.3.	Grade 10 - Adopted: 2012 Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are		
STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT	 10. RI.9-10.1. RI.9-10.2. RI.9-10.3. WY.RI.9- 	Grade 10 - Adopted: 2012 Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE CONTENT STANDARD	 10. RI.9-10.1. RI.9-10.2. RI.9-10.3. WY.RI.9- 	Grade 10 - Adopted: 2012 Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Reading Standards for Informational Text		
STANDARD BENCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE BENCHMARK GRADE LEVEL	10. RI.9-10.1. RI.9-10.2. RI.9-10.3. WY.RI.9- 10. RI.9-	Grade 10 - Adopted: 2012 Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Reading Standards for Informational Text Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the		

GRADE LEVEL EXAMPLE	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
EXPECTATION	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
EXPECTATION	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	
EXPECTATION	W.9- 10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
EXPECTATION	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
EXPECTATION	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.	
CONTENT STANDARD	WY.W.9- 10.	Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
EXPECTATION	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
CONTENT STANDARD	WY.W.9- 10.	Writing Standards	
BENCHMARK		Production and Distribution of Writing	
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	

CONTENT	WY.W.9-	Writing Standards
STANDARD	10.	

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD	WY.L.9- 10.	Language Standards

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

CONTENT WY.L.9- Language Standards STANDARD 10.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

CONTENT WY.L.9- Language Standards STANDARD 10.

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

CONTENT	WY.L.9-	Language	Standards
STANDARD	10.		

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

EXPECTATION	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CONTENT ST ANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.9- 10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	W.9- 10.1(a)	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	W.9- 10.1(b)	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

EXPECTATION	W.9- 10.1(c)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	W.9- 10.1(d)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	W.9- 10.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD	WY.L.9- 10.	Language Standards

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

CONTENT	WY.L.9-	Language Standards	

writing or presentations.

STANDARD	10.	Language Stanuarus
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.

CONTENT WY.L.9- Language Standards STANDARD 10.

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

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

CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition

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

CONTENT WY.L.9- Language Standards STANDARD 10.

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

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

Wyoming Content and Performance Standards

Language Arts

		Grade 10 - Adopted: 2012
CONTENT ST ANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.9- 10.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9- 10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
EXPECTATION		
	L.9- 10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION		
EXPECTATION CONTENT ST ANDARD	10.4(a) L.9-	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

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

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

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONT ENT ST AND ARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9- 10.3(d)	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONT ENT ST AND ARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONT ENT ST AND ARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards

EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.9- 10.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.9- 10.2(c)	Spell correctly.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

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

CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Wyoming Content and Performance Standards

Language Arts

CONTENT ST ANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.9- 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
GRADE LEVEL EXAMPLE	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT ST ANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

CONTENT STANDARD

10.

WY.W.9- Writing Standards

BENCHMARK **Text Types and Purposes GRADE LEVEL** W.9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information EXAMPLE 10.2. clearly and accurately through the effective selection, organization, and analysis of content. EXPECTATION W.9-Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 10.2(a) comprehension. **EXPECTATION** W.9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 10.2(b) EXPECTATION W.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.2(d) **EXPECTATION** W.9-Provide a concluding statement or section that follows from and supports the information or explanation presented 10.2(f) (e.g., articulating implications or the significance of the topic). CONTENT WY.W.9-Writing Standards **STANDARD** 10. BENCHMARK Text Types and Purposes **GRADE LEVEL** W.9-Write narratives to develop real or imagined experiences or events using effective technique, well-EXAMPLE 10.3. chosen details, and well-structured event sequences. **EXPECTATION** W.9-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 10.3(a) **EXPECTATION** W.9-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop 10.3(b) experiences, events, and/or characters. **EXPECTATION** W.9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 10.3(c) **EXPECTATION** W.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, 10.3(d) events, setting, and/or characters. **EXPECTATION** W.9-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of 10.3(e) the narrative. CONTENT WY.W.9-Writing Standards **STANDARD** 10. BENCHMARK **Production and Distribution of Writing GRADE LEVEL** W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **EXAMPLE** 10.4 purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing EXAMPLE 10.5. on addressing what is most significant for a specific purpose and audience.

GRADE LEVELW.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, takingEXAMPLE10.6.advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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CONTENT WY.L.9- Language Standards STANDARD 10.
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BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.9- 10.1(b)	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXERCIAND L3. Spectromotion Spectromotion CONTENT W1.6.0 Lequage Standards EXERCIMANT Knowledge of Language to understand how language functions in different contexts, to make the free two choices of meaning or style, and to comprehend more fully when reading or listening. EXERCIMANT L9. Spectromotion in the discipline and withing type. EXERCIMANT L9. We and additions on their contexts to the guidelines in a style insula (e.g., MLA Handbook, Turabarts Menual). EXERCIMANT W1.9 Leaguage Standards EXERCIMANT W2.9 Docabulary Acquisition and Use EXERCIMANT Use context (e.g., the overall meaning of a sentexce, paragraph, or text: a word's problem or function in a sentexce) EXERCIMANT L9. Use context (e.g., the overall meaning of a sentexce, paragraph, or text: a word's problem or function in a sentexce) EXERCIMANT L9. Use context (e.g., the overall meaning of a sentexce, paragraph, or text: a word's problem, or function in a sentexce) EXERCIMANT L9. Use context (e.g., the overall meaning of a sentexce, paragraph, or text: a word's problem, and adveration or function in a sentexce) EXERCIMANT L9. Use context (e.g., the overall meaning of a sentexce, paragraph, or text: a word's problem, and usexcentexce)			
STANDARD 10. Frowdedge of Language BENCHMARK Knowdedge of Language Apply knowdedge of Language to understand how language functions in different contexts, to make eXAMPLE EXPECTATION L9. Apply knowdedge of tanguage to understand how language functions in different contexts, to make example or styles and to comprehend more fully when reading or listening. EXPECTATION L9. Wate and edit work so that it contums to the pudelines in a syle manual (e.g., MLA Handbook, Turabian's Manual 10 3(a), or Witers) appropriate for the discipline and writing type. CONTENT WYL9. Language Standards SENCHMARK Vocabulary Acquisition and Use CONTENT 10.4 gerades 5-10 reading and context, choosing flexibly from a range of strategies. EXPECTATION L9. Use context (e.g., the overall meaning of a word or phrase (e.g., by checking the inferned meaning in 10.4(d)) EXPECTATION L9. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferned meaning in 10.4(d)) CONTENT 10.4 Vocabulary Acquisition and Use EXPECTATION L9. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferned meaning in 10.4(d)) CONTENT 10.4 Vocabulary Acquisition and Use EXPECTATION L9. A	EXPECTATION		Spell correctly.
GRADE LEVEL EXAMPLE L9- 10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. EXPECTATION L9- 10.3(a) Write and edit work so that it conforms to be guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate br the discipline and writing type. CONTENT Writers) Language Standards BENCHMARK Vocabulary Acquisition and Use GRADE LEVEL L9- 10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. EXPECTATION L9- 10.4(a) Use context (e.g., the overall meaning of a sentence, paragraph, or text a word's position or function in a sentence) as a clue to the meaning of a word or phrase (e.g., by checking the inferred meaning in 10.4(a) EXPECTATION L9- 10.4(b) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in 10.4(c) EXPECTATION L9- 10.4(c) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred context or in a dicionary). CONTENT WYL-D Language Standards EXPECTATION L9- 10.4(c) Verify the preliminary determinatind or a sentence, paragraph, or text a word's positio			Language Standards
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			Reading Standards for Literature

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.9- 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GRADE LEVEL EXAMPLE	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD	WY.RL.9- 10.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.9- 10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	W.9- 10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	W.9- 10.3(a)	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	W.9- 10.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	W.9- 10.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	W.9-	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,

EXPECTATION	W.9- 10.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
GRADE LEVEL EXAMPLE	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.9- 10.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	SL.9- 10.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	SL.9- 10.1(c)	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	SL.9- 10.1(d)	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT ST ANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL	L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or	
EXAMPLE	10.1.	speaking.	
EXPECTATION	L.9-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses	
	10.1(b)	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to	
		writing or presentations.	
CONTENT	WY.L.9-	Language Standards	
STANDARD	10.		
BENCHMARK		Conventions of Standard English	
GRADE LEVEL	L.9-	Demonstrate command of the conventions of standard English capitalization, punctuation, and	
EXAMPLE	10.2.	spelling when writing.	
EXPECTATION	L.9-	Spell correctly.	
	10.2(c)		
CONTENT STANDARD	WY.L.9- 10.	Language Standards	
DENOUNADY			
BENCHMARK		Knowledge of Language	
GRADE LEVEL EXAMPLE	L.9- 10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
EXPECTATION	L.9- 10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manua for Writers) appropriate for the discipline and writing type.	
CONTENT	WY.L.9-	Language Standards	
STANDARD	10.		
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL	L.9-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	
EXAMPLE	10.4.	grades 9-10 reading and content, choosing flexibly from a range of strategies.	
EXPECTATION	L.9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence	
	10.4(a)	as a clue to the meaning of a word or phrase.	
EVECTATION	1.0		
EXPECTATION	L.9- 10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
	WY.L.9-	Language Standards	
STANDARD	10.		
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writi	
EXAMPLE		speaking, and listening at the college and career readiness level; demonstrate independence in gathering	
		vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281	
		Wyoming Content and Performance Standards	
		Language Arts	

CONTENT STANDARD	WY.RI.9- 10.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure

GRADE LEVELRI.9-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, andEXAMPLE10.4.technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the
language of a court opinion differs from that of a newspaper).

CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.9- 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	W.9- 10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	W.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONTENT ST ANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CONTENT STANDARD	WY.W.9- 10.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD	WY.L.9- 10.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

EXAMPLE speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.