Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Nevada Academic Content Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	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.)
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	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.)
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.

GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**		
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Writing Standards**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.

GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**

STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.

GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**

STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.

GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
GRADE LEVEL EXPECTATION	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
GRADE LEVEL EXPECTATION	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**		
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**

STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CONTENT STANDARD **Writing Standards**

STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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 **Writing Standards**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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 **Writing Standards**

STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		Speaking and Listening Standards
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		Language Standards
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.

GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**

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

CONTENT STANDARD **Writing Standards**

STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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 **Writing Standards**

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

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

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.

GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**

INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.

GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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	**Language Standards**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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	**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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	**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**		
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **Writing Standards**

STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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 **Writing Standards**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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 **Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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 **Speaking and Listening Standards**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**

GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **Writing Standards**

STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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 **Writing Standards**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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 **Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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 **Speaking and Listening Standards**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**

GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Knowledge of Language**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.

GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Knowledge of Language**

INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.

GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**

INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Knowledge of Language**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Knowledge of Language**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.

GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Research to Build and Present Knowledge**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.

GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL 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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.2.**	**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.**
GRADE LEVEL EXPECTATION	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
GRADE LEVEL EXPECTATION	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.11-12.2.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		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	Reading Standards for Literature

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

CONTENT STANDARD	Reading Standards for Literature

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

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD	Writing Standards

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

INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.

GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize 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.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**

STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.

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

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Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**

STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**

STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**

GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		Writing Standards
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		Speaking and Listening Standards
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.

GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CONTENT STANDARD		**Reading Standards for Literature**
STRAND / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.

GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.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 the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.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 the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.

CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**

INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.11-12.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.11-12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax 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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.11-12.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.11-12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**

STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax 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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.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 the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.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.

GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.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 the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.11-12.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.11-12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax 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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.11-12.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.11-12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

GRADE LEVEL EXPECTATION	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax 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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.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 the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**

STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**

STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **10** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.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 the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	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		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.

GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	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.

Nevada Academic Content Standards

Language Arts

Grade **11** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.11-12.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.11-12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax 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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	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.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Craft and Structure**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STRAND / INDICATOR		**Range of reading and Level of text Complexity**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STRAND / INDICATOR		**Vocabulary acquisition and Use**

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.11-12.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.11-12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Key Ideas and Details**
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD		**Reading Standards for Informational Text**
STRAND / INDICATOR		**Craft and Structure**

INDICATOR / GRADE LEVEL EXPECTATION	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax 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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**

INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	L.11-12.4.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.
GRADE LEVEL EXPECTATION	L.11-12.4.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		**Language Standards**
STRAND / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / GRADE LEVEL EXPECTATION	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Nevada Academic Content Standards

Language Arts

Grade **9** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.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 the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.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.

GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.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		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.9-10.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.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 the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

GRADE LEVEL EXPECTATION	WHST.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.
GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**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.**
GRADE LEVEL 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.
GRADE LEVEL 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.
GRADE LEVEL 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		**Language Standards**
STRAND / INDICATOR		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
GRADE LEVEL 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		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.11-12.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.11-12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
GRADE LEVEL EXPECTATION	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax 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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**

INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Nevada Academic Content Standards

Language Arts

Grade **12** - Adopted: **2010**

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Text Types and Purposes***
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.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		**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**WHST.11-12.1.**	**Write arguments focused on discipline-specific content.**
GRADE LEVEL EXPECTATION	WHST.11-12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD		**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Text Types and Purposes**
INDICATOR / GRADE LEVEL EXPECTATION	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

GRADE LEVEL EXPECTATION	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
GRADE LEVEL EXPECTATION	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax 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.
GRADE LEVEL EXPECTATION	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD		**Writing Standards**
STRAND / INDICATOR		**Production and Distribution of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.5.	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		**Writing Standards**
STRAND / INDICATOR		**Range of Writing**
INDICATOR / GRADE LEVEL EXPECTATION	W.11-12.10.	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		**Speaking and Listening Standards**
STRAND / INDICATOR		**Comprehension and Collaboration**
INDICATOR / GRADE LEVEL EXPECTATION	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
GRADE LEVEL EXPECTATION	SL.11-12.1.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.
GRADE LEVEL EXPECTATION	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
GRADE LEVEL EXPECTATION	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

GRADE LEVEL EXPECTATION	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.