Main Criteria: Structure and Style for Students

Secondary Criteria: Maryland College and Career-Ready Standards

Subject: Language Arts

Grade: 9

# Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

# Maryland College and Career-Ready Standards Language Arts

Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)

### STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.

#### STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

# College and Career Readiness Anchor Standards for Reading

STANDARD		
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY

LEVEL

10.3

# College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 /	RL.9-	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.

text, interact with other characters, and advance the plot or develop the theme.

# **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.

OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR I PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR I PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

10.8

# Writing In History/ Social Studies

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

OBJECTIVE

10.6

# Writing In History/ Social Studies

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.9- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND /
TOPIC /
STANDARD

# Writing in Science & Technology

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.

#### STRAND / TOPIC / STANDARD

# Writing in Science & Technology

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

# RESPONSE TO LITERATURE Week 23 Page 249-262

# Maryland College and Career-Ready Standards Language Arts

Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)

#### STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.

# **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

10.7

10.7

# Writing In History/ Social Studies

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9-	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.

STRAND /
TOPIC /
STANDARD

**EXPECTATION** 

**EXPECTATION** 

10.2.d

10.2.f

# Writing In History/ Social Studies

OTANDAND		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.

WHST.9- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style

WHST.9- Provide a concluding statement or section that follows from and supports the information or explanation presented

appropriate to the discipline and context as well as to the expertise of likely readers.

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

STRAND /
TOPIC /
STANDARD

# Writing in Science & Technology

STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.

OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
		Timed Essay Week 24 Page 263-263
		Maryland College and Career-Ready Standards
		Language Arts  Grade 9 - Adopted: 2010/implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas	INDICATOR / PROFICIENCY Total content presented in diverse media and formats, including visually and quantitatively, as well as in words.  CORAR. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  CORAR. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  CORAR. Read and Career Readiness Anchor Standards for Reading  TOPIC / INDICATOR / PROFICIENCY 10  CORAR. Read and comprehend complex literary and informational texts independently and proficiently.  CORAR. Read and comprehend complex literary and informational texts independently and proficiently.  CORAR. CORAR. Proficiency 5  CORAR. Proficiency 5  TOPIC / INDICATOR / PROFICIENCY 5  INDICATOR / PROFICIENCY 5  CORAR. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  FOR PROFICIENCY 5  CORAR. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  FOR PROFICIENCY 6  CORAR. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single stilling or a day or two) for a range of tasks, purposes, and audiences.  TOPIC / INDICATOR / CORAR. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single stilling or a day or two) for a range of tasks, purposes, and audiences.  TOPIC / INDICATOR / CORVENTIONS of Standard English		
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / STANDARD  CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.  CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.  STRAND / TOPIC / INDICATOR / Production and Distribution of Writing  TOPIC / INDICATOR / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing  TOPIC / INDICATOR / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  TOPIC / INDICATOR / CORALW. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  TOPIC / INDICATOR / CORALW. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	STRAND / TOPIC / INDICATOR / PROFICIENCY   College and Career Readiness Anchor Standards for Reading    TOPIC / STANDARD   CORAR   Read and comprehend complex literary and informational texts independently and proficiently.    ROBICATOR / PROFICIENCY   10    STRAND / TOPIC / INDICATOR   Production and Distribution of Writing    ROBICATOR / PROFICIENCY   5    INDICATOR / PROFICIENCY   5    INDICATOR / STANDARD   CORAR   Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.    ROBICATOR / STANDARD   College and Career Readiness Anchor Standards for Writing    ROBICATOR / PROFICIENCY   CORAR   Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.    ROBICATOR / CORAR   Writing    ROBICATOR / STANDARD   College and Career Readiness Anchor Standards for Writing    ROBICATOR / STANDARD   College and Career Readiness Anchor Standards for Language    ROBICATOR   CORAR   Write routinely over extended time frames (from for research, reflection, and revision) and shorter time frames (a single silling or a day or two) for a range of tasks, purposes, and audiences.  STRAND / TOPIC / STANDARD   College and Career Readiness Anchor Standards for Language    TOPIC / STANDARD   Conventions of Standard English    ROBICATOR / CORAL   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  STRAND / TOPIC / CORAL   Demonstrate command of the conventions of standards for Language    TOPIC / TOPIC / CORAL   College and Career Readiness Anchor Standards for Language    College and Career Re		Integration of Knowledge and Ideas
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College and Career Readiness Anchor Standards for Writing	STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / CORAW. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STRAND / TOPIC / INDICATOR / CONVENTIONS of Standard English  INDICATOR / PROFICIENCY 2  STRAND / TOPIC / INDICATOR / CORAL. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND / TOPIC / LEVEL  STRAND / TOPIC / College and Career Readiness Anchor Standards for Language  STRAND / TOPIC / College and Career Readiness Anchor Standards for Language  STRAND / TOPIC / CORAL. Demonstrate command of the conventions of standards for Language		Range of Reading and Level of Text Complexity
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PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing  INDICATOR / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing  INDICATOR / PROFICIENCY LEVEL  College and Career Readiness Anchor Standards for Language  CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  College and Career Readiness Anchor Standards for Language  College and Career Readiness Anchor Standard English capitalization, punctuation, and spelling when writing. PROFICIENCY LEVEL  College and Career Readiness Anchor Standards for Language  College and Career Readiness Anchor Standards for Language		Production and Distribution of Writing
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  College and Career Readiness Anchor Standards for Language  TOPIC / STANDARD  Conventions of Standard English  INDICATOR / CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  College and Career Readiness Anchor Standards for Language  TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STRAND / TOPIC / College and Career Readiness Anchor Standards for Language  College and Career Readiness Anchor Standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language	PROFICIENCY	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
TOPIC / STANDARD  TOPIC / INDICATOR  Range of Writing  INDICATOR / PROFICIENCY LEVEL  CORA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  College and Career Readiness Anchor Standards for Language  TOPIC / STANDARD  Conventions of Standard English  INDICATOR / CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  TOPIC / INDICATOR / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  College and Career Readiness Anchor Standards for Language  TOPIC / INDICATOR / PROFICIENCY 2  EVEL  College and Career Readiness Anchor Standard English capitalization, punctuation, and spelling when writing. 2  College and Career Readiness Anchor Standards for Language  College and Career Readiness Anchor Standards for Language	PROFICIENCY	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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	TOPIC /	PROFICIENCY	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TOPIC /		TOPIC /	College and Career Readiness Anchor Standards for Language
TOPIC / Knowledge of Language	TOPIC / Knowledge of Language INDICATOR		Manufacture of Language

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR I PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

# STANDARD

TOPIC I INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

# STRAND / TOPIC / STANDARD

LEVEL

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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 / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC /		Presentation of Knowledge and Ideas
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC /		College and Career Readiness Anchor Standards for Language  Vocabulary Acquisition and Use
TOPIC / STANDARD	CCRA.L.	Vocabulary Acquisition and Use
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	4	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	4 CCRA.L.	Vocabulary Acquisition and Use  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.  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
TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /	4 CCRA.L.	Vocabulary Acquisition and Use  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.  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.
TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD	4 CCRA.L.	Vocabulary Acquisition and Use  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.  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.  Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
PROFICIENCY		
PROFICIENCY LEVEL	<b>10.2</b> W.9-	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
PROFICIENCY LEVEL  OBJECTIVE	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.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
PROFICIENCY LEVEL  OBJECTIVE	W.9- 10.2.a W.9- 10.2.b W.9- 10.2.d	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC /	W.9- 10.2.a W.9- 10.2.b W.9- 10.2.d	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  OBJECTIVE  STRAND / TOPIC / STANDARD	W.9- 10.2.a W.9- 10.2.b	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  Writing Standards

STANDARD

# **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes o larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR I PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

10.8

# Writing In History/ Social Studies

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND /
TOPIC /
STANDARD

# Writing In History/ Social Studies

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.

STRAND / TOPIC / STANDARD Writing in Science & Technology

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		Maryland College and Career-Ready Standards  Language Arts  Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR /	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

PROFICIENCY 4 meanings, and analyze how specific word choices shape meaning or tone.

LEVEL

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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 / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC /		College and Career Readiness Anchor Standards for Speaking and Listening  Presentation of Knowledge and Ideas
TOPIC / STANDARD	CCRA.S L.4	Presentation of Knowledge and Ideas
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY		Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	L.4	Presentation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /	L.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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD	L.4	Present ation of Knowledge and Ideas  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.  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  College and Career Readiness Anchor Standards for Language  Conventions of Standard English

# College and Career Readiness Anchor Standards for Language

STANDARD		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	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).
OTDAND /		
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC /		Writing Standards  Production and Distribution of Writing
TOPIC / STANDARD	W.9-10.4	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY		Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	W.9-10.5	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /	W.9-10.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge

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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38
		Maryland College and Career-Ready Standards  Language Arts
		Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR

**Key Ideas and Details** 

INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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 / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.L.	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.

10.3.c

#### **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	W.9-	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

OBJECTIVE	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.

STRAND /
TOPIC /
STANDARD

#### Language Standards

STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

PROFICIENCY 10

LEVEL

#### College and Career Readiness Anchor Standards for Reading

STANDARD		
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR /	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

#### College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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 / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Conventions of Standard English
INDICATOR		

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### STRAND / TOPIC / STANDARD

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.

#### STRAND / TOPIC / STANDARD

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### STRAND / TOPIC / STANDARD

### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

#### College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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 / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Conventions of Standard English
INDICATOR		

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

## STANDARD

TOPIC I INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

# STRAND / TOPIC / STANDARD

LEVEL

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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.

LEVEL

### College and Career Readiness Anchor Standards for Language

STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Writing Standards

writing or presentations.

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE		preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,
	10.1.a SL.9-	preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or
OBJECTIVE	10.1.a SL.9- 10.1.c	preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence
OBJECTIVE  OBJECTIVE  STRAND / TOPIC /	10.1.a SL.9- 10.1.c	preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
OBJECTIVE  OBJECTIVE  STRAND / TOPIC / STANDARD	10.1.a SL.9- 10.1.c	preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  Language Standards

STRAND /
TOPIC /
STANDARD

INDICATOR / PROFICIENCY LEVEL

#### Language Standards

STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details

CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND /
TOPIC /
<b>STANDARD</b>

#### Writing In History/ Social Studies

TOPIC / STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC /		Writing In History/ Social Studies
STANDARD		

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

## STRAND / TOPIC / STANDARD

#### Writing in Science & Technology

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.

STRAND /
TOPIC /
STANDARD

#### Writing in Science & Technology

	Production and Distribution of Writing
	CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Writing in Science & Technology
	Production and Distribution of Writing
	CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	Writing in Science & Technology
	Research to Build and Present Knowledge
	CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
	Writing in Science & Technology
	Research to Build and Present Knowledge
	CCR Anchor Standard 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.
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.
	Writing in Science & Technology
	Range of Writing
	CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	WHST.9- 10.6 WHST.9-

OBJECTIVE	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.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78
		Maryland College and Career-Ready Standards  Language Arts  Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

TOPIC / INDICATOR

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND /
TOPIC /
STANDARD

## College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD		
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND /		Speaking and Listening Standards
STANDARD		
		Comprehension and Collaboration
TOPIC /	SL.9- 10.1	Comprehension and Collaboration  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
TOPIC / INDICATOR / PROFICIENCY		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
TOPIC / INDICATOR / PROFICIENCY LEVEL	<b>10.1</b> SL.9-	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,
TOPIC / INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1.a	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or
TOPIC / INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	SL.9- 10.1.a SL.9- 10.1.c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence
TOPIC / INDICATOR / INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC /	SL.9- 10.1.a SL.9- 10.1.c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  OBJECTIVE  STRAND / TOPIC / STANDARD	SL.9- 10.1.a SL.9- 10.1.c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  Language Standards

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.
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.

STRAND /
TOPIC /
<b>STANDARD</b>

#### Writing in Science & Technology

STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting of a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88
		Maryland College and Career-Ready Standards  Language Arts  Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

LEVEL

#### College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### College and Career Readiness Anchor Standards for Language

STANDARD		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).

#### **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Language Standards  Vocabulary Acquisition and Use
TOPIC / STANDARD	L.9-10.4	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	L.9-10.4 L.9- 10.4.a	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL	L.9-	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	L.9- 10.4.a L.9- 10.4.d	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC /	L.9- 10.4.a L.9- 10.4.d	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC /	L.9- 10.4.a L.9- 10.4.d	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  Language Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

LEVEL

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

PROFICIENCY 4

LEVEL

#### College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR /	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	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.
OBJECTIVE	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.

TOPIC / INDICATOR

**Vocabulary Acquisition and Use** 

#### **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC /		Language Standards
STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
TOPIC /	L.9-10.1	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
TOPIC / INDICATOR INDICATOR / PROFICIENCY	L.9-10.1 L.9- 10.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or
TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
TOPIC / INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD	L.9-	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  Language Standards
TOPIC / INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	L.9- 10.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and

INDICATOR I PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

STRAND /
TOPIC /
STANDARD

#### Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### STRAND / TOPIC / STANDARD

#### Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### STRAND / TOPIC / STANDARD

TOPIC /

#### Writing in Science & Technology

Range of Writing

INDICATOR		
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

# Maryland College and Career-Ready Standards Language Arts

Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)

#### STRAND / TOPIC / STANDARD

## College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC /		Reading Informational Text Standards  Key Ideas and Details
TOPIC / STANDARD	RI.9-10.1	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY		Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences
TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	RI.9-10.2	Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are
TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /	RI.9-10.2	Key Ideas and Details  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Language Standards  Vocabulary Acquisition and Use
TOPIC / STANDARD	L.9-10.4	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	L.9-10.4 L.9- 10.4.a	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL	L.9-	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	L.9- 10.4.a L.9- 10.4.d	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC /	L.9- 10.4.a L.9- 10.4.d	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC /	L.9- 10.4.a L.9- 10.4.d	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.  Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  Language Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.9-	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

OBJECTIVE RH.9-

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

STRAND /
TOPIC /
STANDARD

#### Reading in History/ Social Studies

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
OBJECTIVE	RH.9- 10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / TOPIC / STANDARD

Writing In History/ Social Studies

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LEVEL		
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

## Maryland College and Career-Ready Standards

#### Language Arts

Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND /
TOPIC /
STANDARD

## College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.

LEVEL

#### **Reading Informational Text Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY	W.9-	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
LEVEL	10.2	clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	
	W.9-	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
OBJECTIVE	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.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
OBJECTIVE  OBJECTIVE	W.9- 10.2.a W.9- 10.2.b W.9- 10.2.d	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE  OBJECTIVE  OBJECTIVE  STRAND / TOPIC /	W.9- 10.2.a W.9- 10.2.b W.9- 10.2.d	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR I PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.9-10.2.c Spell correctly.

STRAND /
TOPIC /
<b>STANDARD</b>

# Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL		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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
OBJECTIVE	RH.9- 10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, an revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, ar audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas an information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.
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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STRAND /
TOPIC /
STANDARD

INDICATOR / PROFICIENCY LEVEL

# Writing in Science & Technology

STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing

CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**OBJECTIVE** 

WHST.9- 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.

#### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

# Maryland College and Career-Ready Standards Language Arts

Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)

#### STRAND / TOPIC / **STANDARD**

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### STRAND / TOPIC / **STANDARD**

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### STRAND / TOPIC / **STANDARD**

# College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### STRAND / TOPIC / **STANDARD**

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
PROFICIENCY		
PROFICIENCY LEVEL STRAND / TOPIC /		single sitting or a day or two) for a range of tasks, purposes, and audiences.
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD		single sitting or a day or two) for a range of tasks, purposes, and audiences.  Language Standards
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	10.10	single sitting or a day or two) for a range of tasks, purposes, and audiences.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
OBJECTIVE	RH.9- 10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.

# Writing In History/ Social Studies

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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.

STRAND / TOPIC / STANDARD Writing In History/ Social Studies

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9-	Draw evidence from informational texts to support analysis, reflection, and research.

10.9

#### Writing in Science & Technology

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

# UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

# Maryland College and Career-Ready Standards Language Arts

Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)

#### STRAND / TOPIC / STANDARD

#### College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

# College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND /
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STANDARD

OBJECTIVE

10.4

purpose, and audience.

# Writing In History/ Social Studies

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

STRAND /
TOPIC /
<b>STANDARD</b>

# Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		Maryland College and Career-Ready Standards  Language Arts  Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)

#### STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Writing

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

# TOPIC / STANDARD

TOPIC / INDICATOR	Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.

OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).

STRAND /
TOPIC /
STANDARD

# Writing In History/ Social Studies

STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.

OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

OBJECTIVE	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.
		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160
		Maryland College and Career-Ready Standards
		Language Arts
		Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.

# STRAND / College and Career Readiness Anchor Standards for Reading TOPIC / STANDARD Integration of Knowledge and Ideas

INDICATOR	
INDICATOR / CCRA.R. Integrate and evaluate content presented in diverse me PROFICIENCY 7 as in words.  LEVEL	edia and formats, including visually and quantitatively, as well

STRAND / College and Career Readiness Anchor Standards for Reading TOPIC / STANDARD

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.

10.3.d

events, setting, and/or characters.

# **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	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.
OBJECTIVE	W.9-	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9- 10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.9- 10.9.a	Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.9-10.2.c Spell correctly.

STRAND /
TOPIC /
<b>STANDARD</b>

# Language Standards

OTANDAND		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / FOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / FOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

# College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

10.7

#### Writing In History/ Social Studies

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9-	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.

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**EXPECTATION** 

**EXPECTATION** 

10.2.d

10.2.f

#### Writing In History/ Social Studies

STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.

WHST.9- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style

WHST.9- Provide a concluding statement or section that follows from and supports the information or explanation presented

appropriate to the discipline and context as well as to the expertise of likely readers.

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

STRAND /
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STANDARD

## Writing in Science & Technology

STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.

OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194
		Maryland College and Career-Ready Standards  Language Arts
		Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.L.	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.

STRAND /
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STANDARD

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#### **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY	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.

OBJECTIVE W.9- 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.  OBJECTIVE W.9- 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.  OBJECTIVE W.9- Develop claim(s) and counterclaims, reasons, and evidence.  OBJECTIVE W.9- 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.  OBJECTIVE W.9- Develop claim(s) and counterclaims, reasons, and evidence.  OBJECTIVE W.9- Develop claim(s) and counterclaims, reasons, and evidence.			
OBJECTIVE W9- 10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  OBJECTIVE W9- 10.1.e Provide a concluding statement or section that follows from and supports the argument presented.  TOPIC 1 INDICATOR W9- PROFICIENCY W9- 10.2. W9- PROFICIENCY W9- 10.2. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  OBJECTIVE W9- 10.2. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  OBJECTIVE W9- 10.2. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  STRAND / TOPIC / INDICATOR / Produce clear and coherent writing in which the development, organization, and style are appropriate to task, profice(ENCY LEVEL  NDICATOR / W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, profice(ENCY LEVEL  NDICATOR / W9-10.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, profice(ENCY LEVEL  NDICATOR / W9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or tyring a new approach, locusing and addressing what is most significant for a specific purpose and audience, (Editing for conventions should demonstrate command of Language standards 1-3 up and including grades 9-10 here.)  TOPIC / INDICATOR / W9-10.5 Use technology, including the intermet, to produce, publish, and update individual or shared writing products, taking PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / W9-10.7 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 question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appro	OBJECTIVE		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.
OBJECTIVE W9- 10.1e  STRAND / TOPIC / INDICATOR / Production and Distribution of Writing  STRAND / TOPIC / INDICATOR / INDICAT	OBJECTIVE		
STRAND / TOPIC / INDICATOR / W9-10.4  TOPIC / INDICATOR / Produce clear and coherent witing in which the development organization, and style are appropriate to task, purpose, and audience. (Circle-Specific expectations for writing types are defined in standards 1-3 above.)  INDICATOR / PROFICIENCY  W9-10.2  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  W9-10.2  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  W9-10.2  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  W9-10.2  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  W9-10.2  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  W9-10.2  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  W9-10.2  Wirting Standards  TOPIC / INDICATOR / Produce clear and coherent witing 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 / W9-10.5  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here)  INDICATOR / PROFICIENCY  W9-10.6  Use technology, including the Internet, to produce, publish, and update individual or shared writing advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing Standards  TOPIC / Research to Build and Present Knowledge  INDICATOR / PROFICIENCY  US-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; syn	OBJECTIVE		, , ,
TOPIC / INDICATOR / W9- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information PROFICIENCY LEVEL  W9- Clearly and accurately through the effective selection, organization, and analysis of content.  W9- Lestablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Writing Standards  Wirting Standards  TOPIC / INDICATOR / Production and Distribution of Writing  INDICATOR / PROFICIENCY  LEVEL  NDICATOR / W9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)  NDICATOR / W9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LEVEL  STRAND / TOPIC / INDICATOR / Research to Build and Present Knowledge  INDICATOR / W9-10.7 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	OBJECTIVE		Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR   Production and Distribution of Writing Standards	TOPIC /		Writing Standards
Clearly and accurately through the effective selection, organization, and analysis of content.			Text Types and Purposes
OBJECTIVE W9- 10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Writing Standards  TOPIC / INDICATOR / Production and Distribution of Writing  INDICATOR / 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 / PROFICIENCY LEVEL  W9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)  INDICATOR / PROFICIENCY LEVEL  W9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LEVEL  Writing Standards  TOPIC / INDICATOR / PROFICIENCY  INDICATOR / PROFICIENCY  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	PROFICIENCY		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.
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / Production and Distribution of Writing  INDICATOR / PROFICIENCY LEVEL  Witing Standards  TOPIC / STANDARD  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  Writing Standards  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL Writing Standards  INDICATOR / PROFICIENCY LEVEL LEVE	OBJECTIVE		Use precise language and domain-specific vocabulary to manage the complexity of the topic.
TOPIC / INDICATOR / Production and Distribution of Writing  INDICATOR / 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 / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)  INDICATOR / W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  INDICATOR / W.9-10.7 Research to Build and Present Knowledge  INDICATOR / 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	OBJECTIVE		, ,
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PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)  INDICATOR / PROFICIENCY LEVEL  W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  LEVEL  Writing Standards  TOPIC / Research to Build and Present Knowledge  INDICATOR / PROFICIENCY  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			Production and Distribution of Writing
PROFICIENCY LEVEL on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  We search to Build and Present Knowledge  INDICATOR / PROFICIENCY LEVEL  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	PROFICIENCY	W.9-10.4	
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  Research to Build and Present Knowledge  INDICATOR / PROFICIENCY PROFICIENCY  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	PROFICIENCY	W.9-10.5	on addressing what is most significant for a specific purpose and audience. (Editing for conventions should
TOPIC / STANDARD  TOPIC / INDICATOR  Research to Build and Present Knowledge  INDICATOR / 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	PROFICIENCY	W.9-10.6	
INDICATOR / 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	TOPIC /		Writing Standards
PROFICIENCY question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the			Research to Build and Present Knowledge
	PROFICIENCY	W.9-10.7	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

STRAND /
TOPIC /
STANDARD

#### Reading in History/ Social Studies

TOPIC / STANDARD		
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
OBJECTIVE	RH.9- 10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

/HST.9- Write arguments focused on discipline-specific content. 10.1 **EXPECTATION** WHST.9-Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that 10.1.a establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. **EXPECTATION** WHST.9- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the 10.1.d discipline in which they are writing.

#### **EXPECTATION**

WHST.9- Provide a concluding statement or section that follows from or supports the argument presented.

10.1.e

STRAND /
TOPIC /
<b>STANDARD</b>

## Writing In History/ Social Studies

Text Types and Purposes		
Information clearly and accurately through the effective selection, organization, and analysis of certain clear.		Text Types and Purposes
EXPECTATION WHST3- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  STRAND / TOPIC / STANDARD  Writing In History/ Social Studies  TOPIC / STANDARD  INDICATOR / Production and Distribution of Writing INDICATOR / Production and Distribution of Writing INDICATOR / Production and Distribution of Writing INDICATOR / Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  LEVEL  WHST3- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Writing In History/ Social Studies  TOPIC / INDICATOR / Production and Distribution of Writing  NIDICATOR / Production and Distribution of Writing  TOPIC / INDICATOR / Production and Distribution of Writing  NIDICATOR / Production and Distribution of Writing  TOPIC / INDICATOR / CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  UNIST3- Use technology including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing In History/ Social Studies  TOPIC / NDICATOR / PROFICIENCY  WHST3- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  STRAND / TOPIC / STANDARD  Writing In History/ Social Studies  STRAND / TOPIC / STANDARD  Writing In History/ Social Studies	PROFICIENCY	information clearly and accurately through the effective selection, organization, and analysis of
STRAND / TOPIC / INDICATOR / Production and Distribution of Writing In History/ Social Studies  STRAND / TOPIC / INDICATOR / Production and Distribution of Writing In Michael Style are appropriate to task, purpose, and audience.  CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  STRAND / TOPIC / STANDARD  STRAND / TOPIC / STANDARD  CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CRAIN / STANDARD  Writing In History/ Social Studies  STRAND / TOPIC / STANDARD  Writing In History/ Social Studies  TOPIC / INDICATOR / Research to Build and Present Knowledge  INDICATOR / Research to Build and Present Knowledge  INDICATOR / CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  WHST9- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  STRAND / TOPIC / STRAND / TOPIC / UNIVERSED / Under short as well as more sustained research projects be answer a question fincularing a self-generated question / TOPIC / Universed (Topic) of STRAND / TOPIC / Universed (Topic) of STRAND / Topic) / STRAND / TOPIC / Universed (Topic) / STRAND / Topic / Universed (Topic) / STRAND / Topic / Universed (Topic) / Strandard / Topic / STRAND / Topic / Universed (Topic) / Strandard / Topic / STRAND / Topic / Universed (Topic) / Strandard / Universed (Topic) / Strandard / Universed (Topic) / Strandard / Topic / Universed (Topic) / Universe	OBJECTIVE	
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DBJECTIVE WHST.9- TOPIC I Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  STRAND / TOPIC I STANDARD  TOPIC I Production and Distribution of Writing INDICATOR   Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  STRAND / TOPIC / Research to Build and Present Knowledge  TOPIC / INDICATOR   CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  OBJECTIVE WHST.9- 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 under investigation.  STRAND / TOPIC / STANDARD		Production and Distribution of Writing
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Interact and collaborate with others.		Production and Distribution of Writing
advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Writing In History/ Social Studies  TOPIC / STANDARD  Research to Build and Present Knowledge  INDICATOR / PROFICIENCY LEVEL  CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  OBJECTIVE  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.  STRAND / TOPIC / STANDARD  Writing In History/ Social Studies	PROFICIENCY	
TOPIC / STANDARD  TOPIC / INDICATOR  Research to Build and Present Knowledge  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  WHST.9- 10.7  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  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.  STRAND / TOPIC / STANDARD  Writing In History/ Social Studies	OBJECTIVE	
INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  WHST.9- 10.7  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  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.  Writing In History/ Social Studies  TOPIC / STANDARD	TOPIC /	Writing In History/ Social Studies
OBJECTIVE  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.  STRAND / TOPIC / STANDARD  Writing In History/ Social Studies		Research to Build and Present Knowledge
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.  STRAND / TOPIC / STANDARD  Writing In History/ Social Studies	PROFICIENCY	
TOPIC / STANDARD	OBJECTIVE	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
	TOPIC /	Writing In History/ Social Studies
TOPIC / Research to Build and Present Knowledge INDICATOR	TOPIC / INDICATOR	Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	WHST.9- 10.1	Write arguments focused on discipline-specific content.
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.
EXPECTATION	WHST.9- 10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	WHST.9- 10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206
		Maryland College and Career-Ready Standards  Language Arts
		Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND /		College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR

Craft and Structure

INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.

## College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	W.9- 10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.

## **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	W.9- 10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	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).

#### STRAND / TOPIC / STANDARD

# **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9- 10.2.b	Use a colon to introduce a list or quotation.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND /		Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR I PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

STRAND /
TOPIC /
<b>STANDARD</b>

## Reading in History/ Social Studies

	Craft and Structure
	CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
	Reading in History/ Social Studies
	Integration of Knowledge and Ideas
	CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
	Reading in History/ Social Studies
	Integration of Knowledge and Ideas
	CCR Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
RH.9- 10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
	Writing In History/ Social Studies
	Text Types and Purposes
	CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
WHST.9- 10.1	Write arguments focused on discipline-specific content.
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.
	WHST.9- .0.1

EXPECTATION WHST.9-

EXPECTATION

WHST.9- Provide a concluding statement or section that follows from or supports the argument presented.

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

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10.1.d

discipline in which they are writing.

## Writing In History/ Social Studies

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
EXPECTATION	WHST.9- 10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	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).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC /		Writing In History/ Social Studies  Range of Writing
TOPIC / STANDARD		
TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	WHST.9- 10.10	Range of Writing  CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL		Range of Writing  CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE		Range of Writing  CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  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.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD		Range of Writing  CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  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.  Writing in Science & Technology
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	10.10	Range of Writing  CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  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.  Writing in Science & Technology  Text Types and Purposes  CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL	10.10 WHST.9-	CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  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.  Writing in Science & Technology  Text Types and Purposes  CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
EXPECTATION	WHST.9- 10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	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).
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PROFICIENCY	WHST.9- 10.4	
PROFICIENCY LEVEL		Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC /		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Writing in Science & Technology
PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Writing in Science & Technology  Production and Distribution of Writing  CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to
PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL	10.4 WHST.9-	and style are appropriate to task, purpose, and audience.  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Writing in Science & Technology  Production and Distribution of Writing  CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	10.4 WHST.9-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Writing in Science & Technology  Production and Distribution of Writing  CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

EXPECTATION WHST.9- Provide a concluding statement or section that follows from or supports the argument presented.

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219
		Maryland College and Career-Ready Standards  Language Arts
		Grade 9 - Adopted: 2010/implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR

Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
	CCRA.R.	Integration of Knowledge and Ideas  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	7 CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /	7 CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD	CCRA.R. 9	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  College and Career Readiness Anchor Standards for Reading
INDICATOR  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	7 CCRA.R. 9	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  College and Career Readiness Anchor Standards for Reading  Range of Reading and Level of Text Complexity
INDICATOR  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / TOPIC / TOPIC / TOPIC / PROFICIENCY LEVEL	7 CCRA.R. 9	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  College and Career Readiness Anchor Standards for Reading  Range of Reading and Level of Text Complexity  Read and comprehend complex literary and informational texts independently and proficiently.

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

## Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR I PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9- 10.2.b	Use a colon to introduce a list or quotation.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.

STRAND /
TOPIC /
STANDARD

## Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR I PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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.
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.
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).
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Maryland College and Career-Ready Standards  Language Arts  Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

INDICATOR /

LEVEL

PROFICIENCY 3

TOPIC / INDICATOR

# College and Career Readiness Anchor Standards for Reading

STANDARD		
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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 / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing

**Production and Distribution of Writing** 

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
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OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	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.
STRAND / TOPIC /		Writing Standards
STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
TOPIC /	W.9-10.4	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
TOPIC / INDICATOR INDICATOR / PROFICIENCY		Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	W.9-10.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should
INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /	W.9-10.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### STRAND / TOPIC / STANDARD

OBJECTIVE

L.9-

10.4.a

as a clue to the meaning of a word or phrase.

# **Writing Standards**

STANDARD		
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

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

OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
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INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.

# Language Arts Grade 9 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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 / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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 /	CCRA.R.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

PROFICIENCY 5 section, chapter, scene, or stanza) relate to each other and the whole. LEVEL

INDICATOR / PROFICIENCY 6 LEVEL

CCRA.R. Assess how point of view or purpose shapes the content and style of a text.

### STRAND / TOPIC / **STANDARD**

## College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

# STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

# College and Career Readiness Anchor Standards for Writing

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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND /		Reading Literature Standards
TOPIC / STANDARD		
		Key Ideas and Details
STANDARD TOPIC /	RL.9- 10.2	Key Ideas and Details  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.
TOPIC / INDICATOR / PROFICIENCY		Determine a theme or central idea of a text and analyze in detail its development over the course of the text,
TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	10.2 RL.9-	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.  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a
TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	10.2 RL.9-	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.  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.
TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD	10.2 RL.9-	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.  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.  Reading Literature Standards

# STRAND / TOPIC / STANDARD

LEVEL

# **Reading Literature Standards**

OTANDAND		
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE	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.
OBJECTIVE  STRAND / TOPIC / STANDARD		
STRAND / TOPIC /		

INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND /		
TOPIC / STANDARD		Language Standards
TOPIC /		Knowledge of Language

INDICATOR I PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND /
TOPIC /
STANDARD

# Writing In History/ Social Studies

STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 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.

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9-	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.

10.10