Main Criteria: Structure and Style for Students Secondary Criteria: California Content Standards

> Subject: Language Arts Grade: 10

Structure and Style for Students

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

California Content Standards Language Arts Grade 10 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

DOMAIN / PART Literacy.

CCRA.R.

CCRA.R.

CRA.R.7

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.**

CCRA.R.

PERFORMANC E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND

Literacy.C

CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD /

Text Types and Purposes

SUBSTRAND

MODE

A-

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

PERFORMANC E STANDARD / MODE

Production and Distribution of Writing

SUBSTRAND

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBSTRAND

Literacy.C CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SUBSTRAND

Literacy.C

CRA.W.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / **DOMAIN / PART Literacy.**

CCRA.W.

PERFORMANC E STANDARD /

MODE

Research to Build and Present Knowledge

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each SUBSTRAND source, and integrate the information while avoiding plagiarism. A-Literacy.C CRA.W.8 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. A-Literacy.C CRA.W.1 0 CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening CONTENT STANDARD / **DOMAIN / PART Literacy.** CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building SUBSTRAND on others' ideas and expressing their own clearly and persuasively. A-Literacy.C CRA.SL.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / **DOMAIN / PART Literacy.** CCRA.SL. **PERFORMANC** Presentation of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the **SUBSTRAND** Aorganization, development, and style are appropriate to task, purpose, and audience. Literacy.C CRA.SL.4 EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when **SUBSTRAND** Aindicated or appropriate. Literacy.C CRA.SL.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	Α-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .9-10.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.

EXPECTATION / 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.

SUBSTRAND

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / 9-10

CA.CC.W. Writing Standards

3 I ANDARD I	3-10.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT

CA.CC.W. Writing Standards

STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

PERFORMANC E STANDARD /

DOMAIN / PART

MODE

Research to Build and Present Knowledge

SUBSTRAND	W.9-10.7.	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.
EXPECTATION / SUBSTRAND	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 including footnotes and endances CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .9-10. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .9-10.

DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA
FOUNDATION / PROFICIENCY	SL.9- 10.4.a.	Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a

conclusion that summarizes the main points. (9th or 10th grade.) CA

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.L. Language Standards 9-10.

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / **DOMAIN / PART** CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY

1.9-

Spell correctly.

LEVEL

10.2.c.

CONTENT STANDARD / 9-10.

CA.CC.L. Language Standards

PERFORMANC
E STANDARD /
MODE

DOMAIN / PART

Knowledge of Language

EXPECTATION L.9-/ SUBSTRAND 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.

FOUNDATION / PROFICIENCY

LEVEL

L.9-10.3.a.

9-10.

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / **DOMAIN / PART** CA.CC.L. Language Standards

PERFORMANC E STANDARD /

Vocabulary Acquisition and Use

MODE **EXPECTATION** / SUBSTRAND

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.

FOUNDATION / **PROFICIENCY** LEVEL

L.9-10.4.a.

L.9-

10.4.

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.

FOUNDATION / PROFICIENCY

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).

LEVEL

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.L. Language Standards 9-10.

Vocabulary Acquisition and Use

PERFORMANC E STANDARD / MODE

SUBSTRAND

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

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California Content Standards Language Arts

Grade 10 - Adopted: 2013

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE

Key Ideas and Details

SUBSTRAND

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C CRA.R.2

EXPECTATION /

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

SUBSTRAND

A-

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.**

CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL 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.

Literacy.C CRA.R.4

EXPECTATION / SUBSTRAND

A-

CCSS.EL 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.

Literacy.C

CRA.R.5

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. A-Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** Athrough the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** purpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND**

CRA.W.6

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

Literacy.C

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .9-10.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.

EXPECTATION / 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.

SUBSTRAND

CONTENT STANDARD / DOMAIN / PART

CA.CC.RI Reading Standards for Informational Text .9-10.

PERFORMANC E STANDARD / MODE		Craft and Structure
	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART

PERFORMANC

E STANDARD / MODE

LEVEL

9-10.

CA.CC.W. Writing Standards

Text Types and Purposes

EXPECT ATION W.9/ SUBSTRAND 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.

FOUNDATION / W.9- Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important
PROFICIENCY 10.2.a. connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / W.9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LEVEL

FOUNDATION / W.9- Use precise language and domain-specific vocabulary to manage the complexity of the topic. PROFICIENCY 10.2.d.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.9- SUBSTRAND 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.C STANDARD / .9-10. DOMAIN / PART

PERFORMANC

LEVEL

CA.CC.SL Speaking and Listening Standards

Comprehension and Collaboration

	E STANDARD / MODE		
		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.

FOUNDATION / SL.9- Come to discussions prepared, having read and researched material under study; explicitly draw on that PROFICIENCY 10.1.a. preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / SL.9- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or PROFICIENCY 10.1.c. larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. LEVEL

FOUNDATION / SL.9- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when PROFICIENCY 10.1.d. warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .9-10.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA
FOUNDATION / PROFICIENCY	SL.9- 10.4.a.	Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a

conclusion that summarizes the main points. (9th or 10th grade.) CA

CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD /

CA.CC.L. Language Standards

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.9-PROFICIENCY 10.2.c.

Spell correctly.

LEVEL

CA.CC.L. Language Standards

CONTENT STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION /	L.9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

PROFICIENCY LEVEL

10.4.d.

context or in a dictionary).

CONTENT

CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART**

9-10.

PERFORMANC	Vocabulary Acquisition and Use
E STANDARD /	
MODE	

SUBSTRAND

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

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC	
E STANDARD /	

Key Ideas and Details

SUBSTRAND

MODE

CCRA.R.

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Literacy.C

CRA.R.2

SUBSTRAND

A-

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

EXPECTATION / CCSS.EL 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.

Literacy.C CRA.R.4

A-

EXPECTATION / SUBSTRAND

A-

CCSS.EL 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.

Literacy.C CRA.R.5

EXPECTATION / SUBSTRAND

CCSS.EL Assess how point of view or purpose shapes the content and style of a text.

A-

Literacy.C

CRA.R.6

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Reading

A-

CCRA.R.

PERFORMANC E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Aas in words

Literacy.C

CRA.R.7

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION /	CCSS.EL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUBSTRAND

Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

CRA.L.1

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** Afor meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.9-10. **DOMAIN / PART** PERFORMANC **Key Ideas and Details** E STANDARD / MODE EXPECTATION / RL.9-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences SUBSTRAND 10.1. drawn from the text. EXPECTATION / RL.9-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, **SUBSTRAND** 10.2. 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 EXPECTATION / RL.9-SUBSTRAND 10.3. text, interact with other characters, and advance the plot or develop the theme. CONTENT CA.CC.R Reading Standards for Literature

STANDARD /

DOMAIN / PART

PERFORMANC E STANDARD /	
MODE	

EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.9-10.

DOMAIN / PART

PERFORMANC

E STANDARD /

MODE EXPECTATION / RL.9-By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text SUBSTRAND 10.10. 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.

Range of Reading and Level of Text Complexity

CONTENT CA.CC.W. Writing Standards

STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT **CA.CC.W. Writing Standards**

STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

DOMAIN / PART

DOMAIN / PART

FOUNDATION /

PROFICIENCY

DOMAIN / PART

PROFICIENCY

LEVEL

LEVEL

LEVEL

SL.9-

10.1.c.

10.4.a.

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.9 SUBSTRAND 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD /

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.

FOUNDATION / SL.9-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when PROFICIENCY 10.1.d. warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or

larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / .9-10.

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA
FOUNDATION /	SL.9-	Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys

conclusion that summarizes the main points. (9th or 10th grade.) CA

information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a

MODE

SUBSTRAND

DOMAIN / PART		
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECT ATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD /		Vocabulary Acquisition and Use

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EXPECTATION / L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

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

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.**

CCRA.R.

PERFORMANC				
E STANDARD /				
MODE				

Key Ideas and Details

EXPECTATION / SUBSTRAND

A-

CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

SUBSTRAND

A-

Literacy.C

CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD /

Craft and Structure

EXPECTATION / SUBSTRAND

MODE

CCSS.EL 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.

Literacy.C CRA.R.4

SUBSTRAND

Literacy.C CRA.R.5

EXPECTATION / CCSS.EL 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.

EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text.

SUBSTRAND

Literacy.C

CRA.R.6

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE

Integration of Knowledge and Ideas

SUBSTRAND

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Aas in words.

Literacy.C CRA.R.7

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A-	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE

Range of Writing

SUBSTRAND

EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

> Literacy.C CRA.W.1 0

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / A-DOMAIN / PART Literacy.

CCRA.SL

PERFORMANC E STANDARD / MODE

Comprehension and Collaboration

SUBSTRAND

EXPECTATION / CCSS.EL 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.

> Literacy.C CRA.SL.1

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E STANDARD / MODE

Conventions of Standard English

SUBSTRAND

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A-Literacy.C CRA.L.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE

Knowledge of Language

SUBSTRAND

A-

EXPECTATION / CCSS.EL 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.

> Literacy.C CRA.L.3

CCSS.EL College and Career Readiness Anchor Standards for Language

CONTENT STANDARD / **DOMAIN / PART Literacy.**

A-

CCRA.L.

PERFORMANC E STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT

CA.CC.R Reading Standards for Literature

STANDARD /	L.9-10.	3				
DOMAIN / PART						

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CONTENT STANDARD / **DOMAIN / PART**

DOMAIN / PART

CA.CC.R Reading Standards for Literature

L.9-10.

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.9-10.

PERFORMANC Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / RL.9-By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text

SUBSTRAND 10.10. 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.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

DOMAIN / PART

PERFORMANC **Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, SUBSTRAND 10.4. purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) EXPECTATION / W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing SUBSTRAND 10.5. on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) EXPECTATION / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking SUBSTRAND 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .9-10.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
DEDECIDIMANIC		Vocabulary Acquisition and Use

PERFORMANC E ST ANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.

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

FOUNDATION / **PROFICIENCY**

L.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

context or in a dictionary).

CONTENT

LEVEL

CA.CC.L. Language Standards

STANDARD /

DOMAIN / PART

Vocabulary Acquisition and Use

SUBSTRAND

PERFORMANC

E STANDARD / MODE

EXPECTATION / L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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

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

California Content Standards Language Arts

Grade 10 - Adopted: 2013

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE

Key Ideas and Details

SUBSTRAND

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C CRA.R.2

SUBSTRAND

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C

CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

EXPECTATION / CCSS.EL 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.

Literacy.C CRA.R.4

SUBSTRAND

EXPECTATION / CCSS.EL 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.

> Literacy.C CRA.R.5

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	Α-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD /	CCSS.EL A-	College and Career Readiness Anchor Standards for Writing

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.
CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	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.

CRA.SL.4

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .9-10.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT STANDARD / DOMAIN / PART

CA.CC.RI Reading Standards for Informational Text

.9-10.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / **DOMAIN / PART** CA.CC.W. Writing Standards

9-10.

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

DOMAIN / PART

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

EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD $\it I$.9-10.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .9-10.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.4.a.	Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		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.

EXPECTATION / SUBSTRAND

L.9-10.4.

FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 9-10.
DOMAIN / PART

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

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

California Content Standards Language Arts Grade 10 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / ADOMAIN / PART Literacy

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE

Integration of Knowledge and Ideas

SUBSTRAND

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Aas in words. Literacy.C

CRA.R.7

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND

Literacy.C

CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

A-

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Text Types and Purposes

SUBSTRAND

Literacy.C

CRA.W.2

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

A-

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Production and Distribution of Writing

SUBSTRAND

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C

CRA.W.4

EXPECTATION /

CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBSTRAND

Literacy.C

CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each **SUBSTRAND** Asource, and integrate the information while avoiding plagiarism. Literacy.C CRA.W.8 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / **DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** A-Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC Knowledge of Language** E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

DOMAIN / PART	CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART **CA.CC.RI** Reading Standards for Informational Text

.9-10.

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT CA.CC.RI Reading Standards for Informational Text

STANDARD / .9-10. DOMAIN / PART

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

PERFORMANC E STANDARD / MODE	Text Types and Purposes
EXPECTATION / SUBSTRAND	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.

FOUNDATION / W.9- Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important PROFICIENCY 10.2.a. connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards STANDARD / 9-10.

DOMAIN / PART

PERFORMANC E STANDARD / MODE	Conventions of Standards English
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EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use

SUBSTRAND

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

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California Content Standards Language Arts

Grade 10 - Adopted: 2013

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC

Key Ideas and Details

EXPECTATION / SUBSTRAND

E STANDARD / MODE

CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

Aand ideas Literacy.C

CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

SUBSTRAND A-

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

EXPECTATION /

SUBSTRAND

CCSS.EL 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.

Literacy.C

CRA.R.4

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE

Integration of Knowledge and Ideas

SUBSTRAND

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

as in words. Α-

Literacy.C CRA.R.7

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.**

CCRA.R.

PERFORMANC E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** Athrough the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** Apurpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** A-Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 0

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .9-10.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .9-10.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure

EXPECTATION / RI.9-SUBSTRAND 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards

9-10.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT CA.C STANDARD / 9-10. DOMAIN / PART

DOMAIN / PART

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
STANDARD /		Language Standards Knowledge of Language
STANDARD / DOMAIN / PART PERFORMANC E STANDARD /		
STANDARD / DOMAIN / PART PERFORMANC E STANDARD / MODE EXPECTATION	9-10.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
PERFORMANC E ST ANDARD / MODE EXPECT ATION / SUBSTRAND FOUNDATION / PROFICIENCY	L.9- 10.3. L.9- 10.3.a.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual
PERFORMANC E STANDARD / MODE EXPECTATION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	L.9- 10.3. L.9- 10.3.a.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 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.

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.

FOUNDATION / L.9-

LEVEL

PROFICIENCY 10.4.a.

FOUNDATION / L.9-PROFICIENCY 10.4.d.

LEVEL

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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

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

California Content Standards Language Arts Grade 10 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

DOMAIN / PART Literacy.

CCRA.Ŕ.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD /

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. A-Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details **SUBSTRAND** Aand well-structured event sequences. Literacy.C CRA.W.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** purpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** Literacy.C CRA.W.5

SUBSTRAND

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Literacy.C

CRA.W.6

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	Α-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.9-10.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.9- 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CONTENT STANDARD / L.9-10.

CA.CC.R Reading Standards for Literature

PERFORMANC Craft and Structure E STANDARD / MODE EXPECTATION / RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative SUBSTRAND 10.4. 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). (See grade 9-10 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.R Reading Standards for Literature

DOMAIN / PART

DOMAIN / PART

FOUNDATION / W.9-

PROFICIENCY

LEVEL

LEVEL

DOMAIN / PART

STANDARD / L.9-10.

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
).10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.

FOUNDATION / W.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, PROFICIENCY 10.3.d. events, setting, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CONTENT **CA.CC.W. Writing Standards** STANDARD / 9-10. **DOMAIN / PART**

10.3.c.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.C STANDARD / 9-10.

CA.CC.W. Writing Standards

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT CA.CC.L. Language Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.9-Spell correctly. PROFICIENCY 10.2.c.

LEVEL

CONTENT

CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART**

PERFORMANC Knowledge of Language E STANDARD / MODE **EXPECTATION** L.9-Apply knowledge of language to understand how language functions in different contexts, to make / SUBSTRAND 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. FOUNDATION / 19-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual PROFICIENCY 10.3.a.

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for Writers) appropriate for the discipline and writing type.

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards

STANDARD / 9-10. DOMAIN / PART

PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE

SUBSTRAND

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

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
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EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND and ideas. A-Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative SUBSTRAND Ameanings, and analyze how specific word choices shape meaning or tone. Literacy.C CRA.R.4 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

SUBSTRAND

Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / **DOMAIN / PART Literacy.**

CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD /

DOMAIN / PART Literacy.

CCRA.L.

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PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION /	CCSS.EL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUBSTRAND Literacy.C

CRA.L.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD /

DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .9-10.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
E STANDARD /	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.
EXPECTATION /		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences
EXPECTATION / SUBSTRAND	RI.9-10.2.	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
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD /	RI.9-10.2.	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.
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD /	RI.9-10.2.	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. Reading Standards for Informational Text
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD / MODE EXPECTATION /	RI.9-10.2. CA.CC.RI .9-10.	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. Reading Standards for Informational Text Craft and Structure 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). (See grade 9–10 Language standards 4–6 for
EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD / MODE EXPECTATION / SUBSTRAND CONTENT STANDARD /	RI.9-10.2. CA.CC.RI .9-10. RI.9- 10.4.	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. Reading Standards for Informational Text Craft and Structure 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards

STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing	
EXPECTATION / W.S. SUBSTRAND 10.3	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.L. Language Standards 9-10.

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / **DOMAIN / PART** CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY

1.9-

Spell correctly.

LEVEL

10.2.c.

CONTENT STANDARD / 9-10.

CA.CC.L. Language Standards

PERFORMANC
E STANDARD /
MODE

DOMAIN / PART

Knowledge of Language

EXPECTATION L.9-/ SUBSTRAND 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.

FOUNDATION / PROFICIENCY

LEVEL

L.9-10.3.a.

9-10.

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / **DOMAIN / PART** CA.CC.L. Language Standards

PERFORMANC E STANDARD /

Vocabulary Acquisition and Use

MODE **EXPECTATION** / SUBSTRAND

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.

FOUNDATION / **PROFICIENCY** LEVEL

L.9-10.4.a.

L.9-

10.4.

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.

FOUNDATION / PROFICIENCY

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).

LEVEL

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.L. Language Standards 9-10.

Vocabulary Acquisition and Use

PERFORMANC E STANDARD / MODE

SUBSTRAND

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

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

California Content Standards Language Arts

Grade 10 - Adopted: 2013

CONTENT STANDARD /

A-

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD /

Key Ideas and Details

SUBSTRAND

MODE

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas.

Literacy.C

CRA.R.2

EXPECTATION /

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

SUBSTRAND

A-

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.**

CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL 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.

Literacy.C

CRA.R.4

EXPECTATION / SUBSTRAND

A-

CCSS.EL 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.

Literacy.C

CRA.R.5

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / **DOMAIN / PART Literacy.**

CCRA.R.

PERFORMANC E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. SUBSTRAND A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy.

	CCRA.W.	
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD I A-

DOMAIN / PART Literacy. CCRA.W.

CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E STANDARD / MODE		Conventions of Standard English
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EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L. PERFORMANC **Knowledge of Language** E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L. PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE **EXPECTATION /** CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** Aanalyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CA.CC.RI Reading Standards for Informational Text CONTENT STANDARD / .9-10. **DOMAIN / PART PERFORMANC Key Ideas and Details** E STANDARD / MODE EXPECTATION / RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences **SUBSTRAND** drawn from the text. EXPECTATION / RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges SUBSTRAND and is shaped and refined by specific details; provide an objective summary of the text. EXPECTATION / 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 **SUBSTRAND** made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT	CA.CC.RI Reading Standards for Informational Text
STANDARD /	.9-10.
DOMAIN / DART	

PERFORMANC	Craft and Structure
E STANDARD	
MODE	

EXPECTATION / RI.9-SUBSTRAND 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). (See grade 9-10 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / **DOMAIN / PART** CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT **CA.CC.W. Writing Standards** STANDARD /

DOMAIN / PART

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

CONTENT **CA.CC.W. Writing Standards**

STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EVDECTATION /	W 0 10 7	Conduct chart as well as more custoined research projects to answer a question (including a self-generated

EXPECTATION / W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated SUBSTRAND 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.

EXPECTATION / W.9-SUBSTRAND 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 including footnotes and endnotes. CA

CONTENT STANDARD / **DOMAIN / PART** **CA.CC.W. Writing Standards**

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / .9-10. **DOMAIN / PART**

CA.CC.SL Speaking and Listening Standards

DEDECRIMANC	Communication and Callaborat	: -

E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION /	SL 9-	Propel conversations by posing and responding to guestions that relate the current discussion to broader themes or

PROFICIENCY 10.1.c. LEVEL

larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOUNDATION / PROFICIENCY **LEVEL**

SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / **DOMAIN / PART** CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / **DOMAIN / PART** CA.CC.L. Language Standards

9-10.

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / L.9-PROFICIENCY 10.2.c.

LEVEL

Spell correctly.

CONTENT CA.CC.L. Language Standards STANDARD /

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	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.
FOUNDATION /	L.9-	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

PROFICIENCY 10.3.a.

LEVEL

DOMAIN / PART

DOMAIN / PART

for Writers) appropriate for the discipline and writing type.

CONTENT CA.CC.L. Language Standards STANDARD /

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards

STANDARD / 9-10. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE Vocabulary Acquisition and Use

SUBSTRAND

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

California Content Standards Language Arts Grade 10 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
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EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND and ideas. A-Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL 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. SUBSTRAND A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND section, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the **SUBSTRAND** approaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. SUBSTRAND A-

> Literacy.C CRA.R.10

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

Literacy.C CRA.W.9

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A-	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC
E ST AND ARD / MODE

EXPECTATION / CCSS.EL SUBSTRAND

A-Literacy.C CRA.W.1

0

Range of Writing

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC
E ST AND ARD / MODE

EXPECTATION / CCSS.EL Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Literacy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.L.

Literacy.C CRA.L.2

CRA.L.3

CRA.SL.2

PERFORMANC
E ST ANDARD /
MODE

Conventions of Standard English

EXPECTATION / CCSS.EL
SUBSTRAND
A
Conventions of Standard English

Conventions of Standard English capitalization, punctuation, and spelling when writing.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

MODE

PERFORMANC Knowledge of Language
E ST AND ARD /

EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices SUBSTRAND. A- for meaning or style, and to comprehend more fully when reading or listening.

A- for meaning or style, and to comprehend more fully when reading or listening. Literacy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

DOMAIN / PART Literacy. CCRA.L.

PERFORMANC
E ST ANDARD /
MODE

Vocabulary Acquisition and Use
E ST ANDARD /

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART

 $\hbox{ CA.CC.RI Reading Standards for Informational Text. 9-10. } \\$

DOMAIN / PART		
DEDECIDIMANIC	Key Ideas and Details	

E STANDARD / MODE		
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT CA.CO STANDARD / .9-10. DOMAIN / PART

DOMAIN / PART

CA.CC.RI Reading Standards for Informational Text

/ .9-10.

E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.

FOUNDATION / W.9-PROFICIENCY 10.2.d.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

LEVEL

CONTENT STANDARD / 9-10. **DOMAIN / PART**

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / **DOMAIN / PART**

9-10.

CA.CC.W. Writing Standards

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **PROFICIENCY** 10.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to **LEVEL** writing or presentations. CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECTATION** Demonstrate command of the conventions of standard English capitalization, punctuation, and L.9-/ SUBSTRAND 10.2. spelling when writing. **FOUNDATION /** 19-Spell correctly. **PROFICIENCY** 10.2 c I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECT ATION** L.9-Apply knowledge of language to understand how language functions in different contexts, to make / SUBSTRAND 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. FOUNDATION / L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual **PROFICIENCY** 10.3.a. for Writers) appropriate for the discipline and writing type. LEVEL CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART** PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE **EXPECTATION** L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on / SUBSTRAND 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **PROFICIENCY** 10.4.a. as a clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** 10.4.d. context or in a dictionary). **LEVEL** CA.CC.L. Language Standards CONTENT STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC

E STANDARD / MODE

Vocabulary Acquisition and Use

SUBSTRAND

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

California Content Standards Language Arts

Grade 10 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Reading

PERFORMANC E STANDARD /

Key Ideas and Details

EXPECTATION /

SUBSTRAND

MODE

CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

Aand ideas.

Literacy.C

CCRA.R.

CRA.R.2

EXPECTATION /

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

SUBSTRAND

Literacy.C CRA.R.3

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Reading

CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL 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.

Literacy.C CRA.R.4

SUBSTRAND A-

EXPECTATION / CCSS.EL 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.

Literacy.C CRA.R.5

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / **DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC
E STANDARD /
MODE

Integration of Knowledge and Ideas

EXPECTATION / **SUBSTRAND**

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Aas in words.

Literacy.C CRA.R.7

EXPECTATION / SUBSTRAND

CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

approaches the authors take. Literacy.C

CRA.R.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD /

DOMAIN / PART Literacy. CCRA.W.

CCRA.R.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

CCSS.EL College and Career Readiness Anchor Standards for Writing CONTENT STANDARD / **DOMAIN / PART Literacy.** CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

CRA.W.6

PERFORMA	NC	Research to Build and Present Knowledge
E STANDAR	D/	
MODE		

EXPECTATION / CCSS.EL Conduct short as well as more sustained research projects based on focused questions, demonstrating SUBSTRAND understanding of the subject under investigation. A-Literacy.C CRA.W.7 EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each SUBSTRAND Asource, and integrate the information while avoiding plagiarism. Literacy.C CRA.W.8 EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. SUBSTRAND A-Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** Asingle sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / DOMAIN / PART Literacy. CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and SUBSTRAND Aorally. Literacy.C CRA.SL.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L. **PERFORMANC Conventions of Standard English** E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD /

A-

CCRA.L.

DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / .9-10. DOMAIN / PART

CA.CC.RI Reading Standards for Informational Text

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT STANDARD /

CA.CC.RI Reading Standards for Informational Text .9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT ST ANDARD / **DOMAIN / PART**

CA.CC.W. Writing Standards

9-10.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Range of Writing
-------------------------------------	------------------

EXPECTATION / W.9-SUBSTRAND 10.10.

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

CONTENT STANDARD / **DOMAIN / PART** CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	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.

CA.CC.L. Language Standards CONTENT

DOMAIN / PART

STANDARD / 9-10.

PERFORMANC Conventions of Standards English E STANDARD /

EXPECT ATION Demonstrate command of the conventions of standard English capitalization, punctuation, and L.9-/ SUBSTRAND 10.2. spelling when writing.

FOUNDATION / **PROFICIENCY**

1.9-10.2.c. Spell correctly.

LEVEL

MODE

CA.CC.L. Language Standards

CONTENT STANDARD / 9-10.

DOMAIN / PART

PERFORMANC E STANDARD / MODE	Knowledge of Language
EXPECTATION / SUBSTRAND	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.

FOUNDATION / PROFICIENCY

LEVEL

L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD /

CA.CC.L. Language Standards

DOMAIN / PART

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.

FOUNDATION / PROFICIENCY

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.

I FVFI

FOUNDATION / PROFICIENCY

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).

LEVEL

CONTENT

CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART**

Vocabulary Acquisition and Use

E STANDARD / MODE

SUBSTRAND

PERFORMANC

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

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A-	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	Literacy.C	

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-DOMAIN / PART Literacy

CRA.W.2

DOMAIN / PART	CCRA.W.	
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE

EXPECTATION /

EXPECTATION /

EXPECTATION /

SUBSTRAND

SUBSTRAND

9-10.

W 9-

10.4

W.9-

10.5.

W.9-

10.6.

CA.CC.W. Writing Standards

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 demonstrate command of Language standards 1–3 up to and including grades 9–10.)

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

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

CONTENT STANDARD / **DOMAIN / PART**

SUBSTRAND

CA.CC.W. Writing Standards

PERFORMANC	
E STANDARD /	
MODE	

Research to Build and Present Knowledge

SUBSTRAND

EXPECTATION / W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / W.9-SUBSTRAND 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 including

footnotes and endnotes. CA

CONTENT STANDARD /

MODE

CA.CC.W. Writing Standards

DOMAIN / PART		
PERFORMANC F STANDARD /	Range of Writing	

FXPECTATION / W.9-

SUBSTRAND

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

10.10.

9-10.

CONTENT	CA.CC.L.	Language Standards
STANDARD /	9-10.	
DOMAIN / PART		

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUND ATION /	

FOUNDATION / L.9-**PROFICIENCY** 10.1.b. **LEVEL**

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

CONTENT STANDARD / **DOMAIN / PART**

PERFORMANC

E STANDARD / MODE

EXPECT ATION

/ SUBSTRAND

CA.CC.L. Language Standards 9-10.

Conventions of Standards English L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 10.2.

FOUNDATION / PROFICIENCY

L.9-10.2.c. Spell correctly.

LEVEL

CONTENT STANDARD /

CA.CC.L. Language Standards

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND		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.
FOUNDATION / PROFICIENCY	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT

LEVEL

CA.CC.L. Language Standards

STANDARD /

9-10. **DOMAIN / PART**

PERFORMANC E ST ANDARD / MODE		ocabulary Acquisition and Use	
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering	

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

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

California Content Standards Language Arts Grade 10 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION /	CCSS.EL	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
SUBSTRAND	A-	and ideas.
	Literacy.C	
	CRA.R.2	

SUBSTRAND

A-

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C

CRA.R.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

EXPECTATION / CCSS.EL 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.

Literacy.C

CRA.R.4

SUBSTRAND

EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text.

Literacy.C CRA.R.6

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE

Integration of Knowledge and Ideas

SUBSTRAND

A-

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Literacy.C

CRA.R.7

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. SUBSTRAND

A-

Literacy.C

CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

A-**DOMAIN / PART Literacy.** CCRA.W.

PERFORMANC E STANDARD / MODE

Text Types and Purposes

and well-structured event sequences.

SUBSTRAND

EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details

Literacy.C CRA.W.3

A-

CCSS.EL College and Career Readiness Anchor Standards for Writing

CONTENT STANDARD /

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE Production and Distribution of Writing		Production and Distribution of Writing	
EXPECTATION / SUBSTRAND	3		
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collar SUBSTRAND A- Literacy.C CRA.W.6		Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing	
PERFORMANC Range of Writing E ST ANDARD / MODE		Range of Writing	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT CCSS.EL College and Career Rea STANDARD / A- DOMAIN / PART Literacy. CCRA.L.		College and Career Readiness Anchor Standards for Language	
PERFORMANC E STANDARD / MODE		Conventions of Standard English	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language	
PERFORMANC E STANDARD / MODE		Knowledge of Language	
EXPECTATION / SUBSTRAND	CCSS.EL A-	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.	

Literacy.C CRA.L.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use 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. 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.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4		
EXPECTATION / SUBSTRAND	A-		
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.9-10.	Reading Standards for Literature	
PERFORMANC E STANDARD / MODE		Key Ideas and Details	
EXPECTATION / SUBSTRAND	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.	
EXPECTATION / SUBSTRAND	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.	
EXPECTATION / SUBSTRAND	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.9-10.	Reading Standards for Literature	
PERFORMANC E STANDARD / MODE		Craft and Structure	
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA	
EXPECTATION / SUBSTRAND	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.9-10.	Reading Standards for Literature	
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity	

EXPECTATION / RL.9-SUBSTRAND 10.10.

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

CONTENT STANDARD / **DOMAIN / PART**

PERFORMANC

E STANDARD /

CA.CC.W. Writing Standards

Text Types and Purposes

NODE		
EXPECTATION	W.9-	Write narratives to develop real or imagined experiences or events using effective technique, well-

E / SUBSTRAND chosen details, and well-structured event sequences. 10.3.

FOUNDATION / W 9-PROFICIENCY 10.3.a. LEVEL

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.

FOUNDATION / PROFICIENCY LEVEL

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

FOUNDATION / PROFICIENCY

LEVEL

LEVEL

W.9-10.3.c.

W.9-

10.3.b.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

FOUNDATION / PROFICIENCY

W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CONTENT STANDARD /

CA.CC.W. Writing Standards

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD /

CA.CC.W. Writing Standards

9-10. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.L. Language Standards 9-10.

PERFORMANC E STANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / **PROFICIENCY**

L.9-10.2.c. Spell correctly.

LEVEL

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION L.9-/ SUBSTRAND 10.4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

FOUNDATION / 1.9-

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

grades 9-10 reading and content, choosing flexibly from a range of strategies.

LEVEL

PROFICIENCY

10.4.a.

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

FOUNDATION / PROFICIENCY

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).

I FVFI

STANDARD / **DOMAIN / PART**

CONTENT

CA.CC.L. Language Standards

Vocabulary Acquisition and Use

PERFORMANC E STANDARD / MODE

EXPECTATION / **SUBSTRAND**

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

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

California Content Standards Language Arts Grade 10 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading

CONTENT STANDARD / **DOMAIN / PART Literacy.** A.R.

	CCRA

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION /	CCSS.EL	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
SUBSTRAND	A-	and ideas.

Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL 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. **SUBSTRAND** Literacy.C CRA.R.4 EXPECTATION / CCSS.EL 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. SUBSTRAND Literacy.C CRA.R.5 EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text. **SUBSTRAND** Literacy.C CRA.R.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. SUBSTRAND Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language

E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART

SUBSTRAND

DOMAIN / PART

SUBSTRAND

DOMAIN / PART

10.3.

10.5.

CA.CC.R Reading Standards for Literature

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION /	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.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.9-10.

PERFORMANC E ST AND ARD / MODE

EXPECTATION / RL.9SUBSTRAND

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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

EXPECTATION / RL.9
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.9-10.

PERFORMANC Range of E STANDARD / MODE	Reading and Level of Text Complexity
---------------------------------------	--------------------------------------

EXPECTATION / RL.9-**SUBSTRAND** 10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.RI Reading Standards for Informational Text .9-10.

Key	Ideas	and	Details

PERFORMANC E STANDARD / MODE

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

EXPECTATION / SUBSTRAND

drawn from the text.

EXPECTATION / SUBSTRAND

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.

EXPECTATION / **SUBSTRAND**

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.RI Reading Standards for Informational Text .9-10.

Craft and Structure

PERFORMANC E STANDARD / MODE

SUBSTRAND

EXPECTATION / RI.9-

10.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9-10 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / 9-10. **DOMAIN / PART**

CA.CC.W. Writing Standards

PERFORMANC E STANDARD /

Production and Distribution of Writing

EXPECTATION / W.9-SUBSTRAND

MODE

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.)

EXPECTATION / W.9-SUBSTRAND 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.)

CONTENT STANDARD / **CA.CC.W. Writing Standards**

9-10. **DOMAIN / PART**

Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND

PERFORMANC

E STANDARD / MODE

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.

EXPECTATION / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **SUBSTRAND** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECTATION** L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or / SUBSTRAND 10.1. speaking. FOUNDATION / 19-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses PROFICIENCY 10.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to I FVFI writing or presentations. CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECT ATION** L.9-Apply knowledge of language to understand how language functions in different contexts, to make / SUBSTRAND 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. FOUNDATION / L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual **PROFICIENCY** 10.3.a. for Writers) appropriate for the discipline and writing type. LEVEL CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART** PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE **EXPECTATION** L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on / SUBSTRAND 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. FOUNDATION / 1.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **PROFICIENCY** 10.4.a. as a clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** 10.4.d. context or in a dictionary). LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 9-10.

DOMAIN / PART

PERFORMANC
E ST ANDARD /
MODE

Vocabulary Acquisition and Use
E ST ANDARD /

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

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

California Content Standards Language Arts

Grade $\mathbf{10}$ - Adopted: $\mathbf{2013}$

CONTENT STANDARD /

A-

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy.

I / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

DOMAIN / PART Literacy.

CCRA.R.

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

CCSS.EL College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND

A-

Literacy.C CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE

Text Types and Purposes

SUBSTRAND

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Production and Distribution of Writing

EXPECTATION / **SUBSTRAND**

CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Literacy.C CRA.W.4

A-

Literacy.C CRA.W.5

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SUBSTRAND

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SUBSTRAND

Literacy.C CRA.W.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION / CCSS.EL Conduct short as well as more sustained research projects based on focused questions, demonstrating **SUBSTRAND** understanding of the subject under investigation. A-Literacy.C CRA.W.7 EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each SUBSTRAND Asource, and integrate the information while avoiding plagiarism. Literacy.C CRA.W.8 EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. SUBSTRAND A-Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** Asingle sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / DOMAIN / PART Literacy. CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and SUBSTRAND Aorally. Literacy.C CRA.SL.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L. **PERFORMANC Conventions of Standard English** E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / ADOMAIN / PART Literacy.
CCRA.L.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / **DOMAIN / PART** **CA.CC.RI Reading Standards for Informational Text**

.9-10.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / .9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / 9-10. **DOMAIN / PART**

CA.CC.W. Writing Standards

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION /	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated

EXPECTATION / W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated substrained 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.

EXPECTATION / W.9-SUBSTRAND 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 including footnotes and endnotes. CA

CONTENT STANDARD / **DOMAIN / PART** **CA.CC.W. Writing Standards**

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.9- SUBSTRAND 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards 9-10.

STANDARD / DOMAIN / PART

PERFORMANC Conventions of Standards English E STANDARD / MODE **EXPECT ATION** L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or / SUBSTRAND 10.1. speaking. FOUNDATION / Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **PROFICIENCY** 10.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to **LEVEL** writing or presentations.

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION /	L.9-	Spell correctly.

PROFICIENCY

10.2.c.

LEVEL

CA.CC.L. Language Standards

CONTENT STANDARD /

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT CA.CC.L. Language Standards 9-10.

STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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).

 $\begin{array}{ll} {\rm CONTENT} & {\rm CA.CC.L.} \ \ {\rm Language\ Standards} \\ {\rm STANDARD}\ / & 9\text{-}10. \end{array}$

DOMAIN / PART

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

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
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EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **SUBSTRAND** section, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** as in words. A-Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the **SUBSTRAND** Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant SUBSTRAND Aand sufficient evidence. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

CRA.W.9

CCRA.W.

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy.

CCRA.SL.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .9-10.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY	W.9- 10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE	Text Types and Purposes
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EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **PROFICIENCY** 10.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to **LEVEL** writing or presentations. CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECTATION** Demonstrate command of the conventions of standard English capitalization, punctuation, and L.9-/ SUBSTRAND 10.2. spelling when writing. **FOUNDATION /** 19-Spell correctly. **PROFICIENCY** 10.2 c I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECT ATION** L.9-Apply knowledge of language to understand how language functions in different contexts, to make / SUBSTRAND 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. FOUNDATION / L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual **PROFICIENCY** 10.3.a. for Writers) appropriate for the discipline and writing type. LEVEL CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART** PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE **EXPECTATION** L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on / SUBSTRAND 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **PROFICIENCY** 10.4.a. as a clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** 10.4.d. context or in a dictionary). **LEVEL** CA.CC.L. Language Standards CONTENT STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC

E STANDARD / MODE

Vocabulary Acquisition and Use

SUBSTRAND

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

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CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

Key Ideas and Details

EXPECTATION / SUBSTRAND

CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

Aand ideas.

Literacy.C CRA.R.2

SUBSTRAND

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C CRA.R.3

CONTENT STANDARD / **DOMAIN / PART Literacy.**

CCSS.EL College and Career Readiness Anchor Standards for Reading

CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

EXPECTATION / CCSS.EL 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.

Literacy.C CRA.R.4

A-

SUBSTRAND

A-

EXPECTATION / CCSS.EL 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.

Literacy.C CRA.R.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC
E STANDARD /
MODE

Integration of Knowledge and Ideas

EXPECTATION / **SUBSTRAND**

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Aas in words.

Literacy.C CRA.R.7

EXPECTATION / SUBSTRAND

CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Literacy.C CRA.R.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

AIN / PART Literacy CCRA.R.

PERFORMANC
E ST ANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND ALiteracy.C

CRA.R.10

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.W.

Literacy.C CRA.W.2

PERFORMANC Text Types and Purposes E STANDARD / MODE EXPECTATION / CCSS.EL Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant **SUBSTRAND** Aand sufficient evidence. Literacy.C CRA.W.1 EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** Athrough the effective selection, organization, and analysis of content.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E ST ANDARD / MODE

EXPECTATION / SUBSTRAND

EXPECTATION / CRA.W.4

EXPECTATION / SUBSTRAND

EXPECTATION / SUBSTRAND

EXPECTATION / SUBSTRAND

EXPECTATION / SUBSTRAND

A
Literacy.C

CRA.W.5

CCSS.EL

A
Literacy.C

CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SUBSTRAND A

Literacy.C CRA.W.6

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A-	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

, , AILDA	110 /	
OMAIN	/ PART	Literacy.
		CCRA.L.

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

DOMAIN / PART Literacy. CCRA.L.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .9-10.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .9-10.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	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.

FOUNDATION / PROFICIENCY LEVEL 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).

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

CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION /	W.9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

CONTENT STANDARD / DOMAIN / PART

SUBSTRAND

10.6.

CA.CC.W. Writing Standards

9-10.

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT STANDARD / DOMAIN / PART

CA.CC.W. Writing Standards

PERFORMANC
E ST AND ARD /
MODE

Range of Writing

EXPECTATION / W.9SUBSTRAND
10.10.

Range of Writing

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

CONTENT CA.CC.L. Language Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Conventions of Standards English
EXPECTATION / SUBSTRAND	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **PROFICIENCY** 10.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to **LEVEL** writing or presentations. CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECTATION** Demonstrate command of the conventions of standard English capitalization, punctuation, and L.9-/ SUBSTRAND 10.2. spelling when writing. **FOUNDATION /** 19-Spell correctly. **PROFICIENCY** 10.2 c I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECT ATION** L.9-Apply knowledge of language to understand how language functions in different contexts, to make / SUBSTRAND 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. FOUNDATION / L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual **PROFICIENCY** 10.3.a. for Writers) appropriate for the discipline and writing type. LEVEL CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART** PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE **EXPECTATION** L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on / SUBSTRAND 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **PROFICIENCY** 10.4.a. as a clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** 10.4.d. context or in a dictionary). **LEVEL** CA.CC.L. Language Standards CONTENT STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC

E STANDARD / MODE

Vocabulary Acquisition and Use

SUBSTRAND

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

California Content Standards Language Arts

Grade 10 - Adopted: 2013

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD /

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD /

DOMAIN / PART Literacy. CCRA.Ŕ.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

AIN / PART Literacy CCRA.R.

PERFORMANC
E ST ANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND ALiteracy.C

CRA.R.10

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.W.

Literacy.C CRA.W.2

PERFORMANC Text Types and Purposes E STANDARD / MODE EXPECTATION / CCSS.EL Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant **SUBSTRAND** Aand sufficient evidence. Literacy.C CRA.W.1 EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** Athrough the effective selection, organization, and analysis of content.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E ST ANDARD / MODE

EXPECTATION / SUBSTRAND

EXPECTATION / CRA.W.4

EXPECTATION / SUBSTRAND

EXPECTATION / SUBSTRAND

EXPECTATION / SUBSTRAND

EXPECTATION / SUBSTRAND

A
Literacy.C

CRA.W.5

CCSS.EL

A
Literacy.C

CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SUBSTRAND A

Literacy.C CRA.W.6

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A-	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

CCRA.L.

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .9-10.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .9-10.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	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.

FOUNDATION / PROFICIENCY **LEVEL**

W.9-10.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / **DOMAIN / PART** **CA.CC.W. Writing Standards**

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.W. Writing Standards

9-10.

ES	ERFORMANC STANDARD / DDE		Research to Build and Present Knowledge
	PECTATION / JBSTRAND	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.
	PECTATION / JBSTRAND	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 including footnotes and endnotes. CA

CONTENT

CA.CC.W. Writing Standards

STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.9- SUBSTRAND 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / 9-10. **DOMAIN / PART**

CA.CC.L. Language Standards

PERFORMANC E ST ANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses **PROFICIENCY** 10.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to **LEVEL** writing or presentations. CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standards English E STANDARD / MODE **EXPECTATION** Demonstrate command of the conventions of standard English capitalization, punctuation, and L.9-/ SUBSTRAND 10.2. spelling when writing. **FOUNDATION /** 19-Spell correctly. **PROFICIENCY** 10.2 c I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECT ATION** L.9-Apply knowledge of language to understand how language functions in different contexts, to make / SUBSTRAND 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. FOUNDATION / L.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual **PROFICIENCY** 10.3.a. for Writers) appropriate for the discipline and writing type. LEVEL CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART** PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE **EXPECTATION** L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on / SUBSTRAND 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **PROFICIENCY** 10.4.a. as a clue to the meaning of a word or phrase. LEVEL FOUNDATION / L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **PROFICIENCY** 10.4.d. context or in a dictionary). **LEVEL** CA.CC.L. Language Standards CONTENT STANDARD / 9-10. **DOMAIN / PART**

PERFORMANC

E STANDARD / MODE

Vocabulary Acquisition and Use

SUBSTRAND

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

California Content Standards Language Arts

Grade 10 - Adopted: 2013

CONTENT CCS STANDARD / A-DOMAIN / PART Liter

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A-	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

Literacy.C CRA.R.3

Literacy.C

Literacy.C CRA.R.7

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A-	Assess how point of view or purpose shapes the content and style of a text.

CRA.R.6

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND approaches the authors take. A-Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details **SUBSTRAND** Aand well-structured event sequences. Literacy.C CRA.W.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** purpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** Literacy.C CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SUBSTRAND

Literacy.C

CRA.W.6

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	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.

CRA.L.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART

CA.CC.R Reading Standards for Literature

L.9-10.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CONTENT CA.CC.R Reading Standards for Literature

STANDARD / L.9-10.
DOMAIN / PART

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.9-10.

PERFORMANC
E STANDARD /
MODE

Range of Reading and Level of Text Complexity

EXPECTATION / RL.9-SUBSTRAND 10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

CONTENT STANDARD / DOMAIN / PART

PERFORMANC

E STANDARD / MODE

LEVEL

LEVEL

LEVEL

LEVEL

LEVEL

CA.CC.W. Writing Standards

Text Types and Purposes

ATION	W.9-	Write parratives to develop real or imagined experiences or events using effective technique, well-

EXPECTATION | W.9-| SUBSTRAND | 10.3. | Write narratives to develop real or imagined experiences or events using effective technique, wellstructured event sequences.

FOUNDATION / W.9- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) PROFICIENCY 10.3.a. of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

FOUNDATION / W.9- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop PROFICIENCY 10.3.b. experiences, events, and/or characters.

FOUNDATION / W.9- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. PROFICIENCY 10.3.c.

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

FOUNDATION / W.9- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of PROFICIENCY 10.3.e. the narrative.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

STANDARD / 9-DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .9-10.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOUNDATION / SL.9- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when PROFICIENCY 10.1.d. warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT CA.CC.L. Language Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY	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

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT CA.CC.L. Language Standards STANDARD / 9-10.
DOMAIN / PART

LEVEL

PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 9-10.

DOMAIN / PART

SUBSTRAND

PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use

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

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD I A-

DOMAIN / PART Literacy. CCRA.R.

CCRA.R.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / ADOMAIN / PART Literacy

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

Literacy.C CRA.R.10

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	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.

CRA.L.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART

SUBSTRAND

DOMAIN / PART

SUBSTRAND

DOMAIN / PART

10.3.

10.5.

CA.CC.R Reading Standards for Literature

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION /	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.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.9-10.

PERFORMANC E ST AND ARD / MODE

EXPECTATION / RL.9SUBSTRAND

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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

EXPECTATION / RL.9
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.9-10.

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

CONTENT STANDARD / DOMAIN / PART

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD /

CA.CC.W. Writing Standards

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.

FOUNDATION / **PROFICIENCY LEVEL**

W.9-10.3.e.

10.6.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE

EXPECTATION /

EXPECTATION /

EXPECTATION / W.9-

SUBSTRAND

SUBSTRAND

SUBSTRAND

CA.CC.W. Writing Standards

	Production and Distribution of Writing
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.)
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.)

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

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

CONTENT STANDARD / **DOMAIN / PART** **CA.CC.W. Writing Standards**

9-10.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT STANDARD / **DOMAIN / PART**

DOMAIN / PART

CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / .9-10.

PERFORMANC E STANDARD / MODE	Comprehension and Collaboration
EXPECTATION SL.9 1 SUBSTRAND	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.

FOUNDATION / SL.9-PROFICIENCY 10.1.a. **LEVEL**

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.

FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.

FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART**

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

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California Content Standards Language Arts Grade 10 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD /

DOMAIN / PART Literacy. CCRA.R.

CCRA.Ŕ.

CONTENT

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.

EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text. **SUBSTRAND** Literacy.C CRA.R.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

and well-structured event sequences.

SUBSTRAND

Literacy.C CRA.W.3

CCRA.W.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD /	A-	College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy

DOMAIN / PART	Literacy CCRA.L.

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	A-	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.9-10.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CONTENT STANDARD / L.9-10. DOMAIN / PART

CA.CC.R Reading Standards for Literature

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / L.9-10. **DOMAIN / PART**

CA.CC.R Reading Standards for Literature

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.9- 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

CONTENT STANDARD / **DOMAIN / PART**

CA.CC.W. Writing Standards 9-10.

PERFORMANC E STANDARD / MODE		Text Types and Purposes	
EXPECTATION / SUBSTRAND	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.	
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA	
FOUNDATION / PROFICIENCY	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	

EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .9-10.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANC E STANDARD /		Knowledge of Language

EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	L.9- 10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / 9-10. **DOMAIN / PART**

CA.CC.L. Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION /	L.9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

LEVEL

PROFICIENCY 10.4.d. context or in a dictionary).

CONTENT CA.CC.L. Language Standards STANDARD / 9-10. **DOMAIN / PART**

CCRA.R.

Literacy.C CRA.R.3

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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

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

California Content Standards Language Arts

Grade 10 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.**

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A-	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.**

CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL 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.

> Literacy.C CRA.R.4

SUBSTRAND

A-

EXPECTATION / CCSS.EL 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.

Literacy.C CRA.R.5

SUBSTRAND

A-

EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text.

Literacy.C

CRA.R.6

CONTENT STANDARD / A-DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Reading

CCRA.R.

PERFORMANC E STANDARD / MODE

Integration of Knowledge and Ideas

SUBSTRAND

A-

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

as in words.

Literacy.C CRA.R.7

SUBSTRAND

A-

EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

approaches the authors take.

Literacy.C CRA.R.9

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION /

CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND

A-

A-

Literacy.C CRA.R.10

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.EL College and Career Readiness Anchor Standards for Writing CONTENT STANDARD /

DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC Range of Writing E STANDARD / MODE

EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. SUBSTRAND A-Literacy.C CRA.W.1 0 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / **DOMAIN / PART Literacy.** CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building SUBSTRAND on others' ideas and expressing their own clearly and persuasively. Literacy.C CRA.SL.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / **DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC Conventions of Standard English** E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SUBSTRAND A-Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L. PERFORMANC Knowledge of Language

E STANDARD / MODE		Thomseage of Early auge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

CRA.L.4

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	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.

SUBSTRAND

CRA.L.6

EXPECTATION / CCSS.EL 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 Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD /

CA.CC.R Reading Standards for Literature

DOMAIN / PART

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	RL.9- 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CONTENT STANDARD / **DOMAIN / PART** CA.CC.R Reading Standards for Literature

L.9-10.

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9- 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT CA.CC.R Reading Standards for Literature

STANDARD / L.9-10. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE

Range of Reading and Level of Text Complexity

EXPECTATION / RL.9-SUBSTRAND 10.10.

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART**

PERFORMANC E STANDARD / MODE	Text Types and Purposes
EXPECTATION / SUBSTRAND	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.

FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.a.	Introduce a topic or thesis statement; 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. CA
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT

CA.CC.W. Writing Standards

STANDARD / 9-10. DOMAIN / PART

DOMAIN / PART		
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.9- 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CONTENT CA.CC.W. Writing Standards

the narrative.

STANDARD / 9-10. DOMAIN / PART

FOUNDATION / W.9-

LEVEL

PROFICIENCY 10.3.e.

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONTENT CA.CC.W. Writing Standards

STANDARD / 9-10. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	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 including footnotes and endnotes. CA

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .9-10.
DOMAIN / PART

DOMAIN / PART		
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9- 10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT CA.CC.L. Language Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Conventions of Standards English
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L.9- 10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
CA.CC.L. 9-10.	Language Standards
	Conventions of Standards English
L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9- 10.2.c.	Spell correctly.
CA.CC.L. 9-10.	Language Standards
	Knowledge of Language
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.
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.
CA.CC.L. 9-10.	Language Standards
	Vocabulary Acquisition and Use
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.
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.
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).
CA.CC.L. 9-10.	Language Standards
	L.9- 10.1. L.9- 10.2. L.9- 10.3. L.9- 10.3. L.9- 10.4. L.9- 10.4.

SUBSTRAND

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

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California Content Standards Language Arts

Grade 10 - Adopted: 2013

CONTENT STANDARD /

A-

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL 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.

Literacy.C

CRAR4

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Text Types and Purposes

EXPECTATION /

SUBSTRAND A-

Literacy.C

CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CRA.W.2

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Production and Distribution of Writing

SUBSTRAND

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience. A-

Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A-

Literacy.C

CRA.W.5

CONTENT STANDARD /

MODE

SUBSTRAND

CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD /

Range of Writing

SUBSTRAND

A-

EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

> Literacy.C CRA.W.1

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CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD /

DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC
E STANDARD /
MODE

Knowledge of Language

EXPECTATION / **SUBSTRAND**

A-

CCSS.EL 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.

Literacy.C CRA.L.3

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD /

DOMAIN / PART Literacy.

CCRA.L.

PERFORMANC E STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for **SUBSTRAND**

CRA.L.6

reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / CA.CC.RI Reading Standards for Informational Text

DOMAIN / PART

PERFORMANC
E STANDARD /
MODE

Craft and Structure

EXPECTATION / RI.9-SUBSTRAND 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). (See grade 9-10 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / **DOMAIN / PART** CA.CC.W. Writing Standards

PERFORMANC E STANDARD / MODE

EXPECTATION

/ SUBSTRAND

Text Types and Purposes

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

FOUNDATION / **PROFICIENCY**

LEVEL

W.9-10.2.a.

W.9-

10.2.

9-10.

Introduce a topic or thesis statement; 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. CA

FOUNDATION / PROFICIENCY LEVEL	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.
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10.
DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	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.)
EXPECTATION / SUBSTRAND	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.)

CONTENT CA.CC.W. Writing Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT CA.CC.L. Language Standards STANDARD / 9-10. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.