

## Structure and Style for Students

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

### Louisiana Academic Standards

#### Language Arts

Grade 10 - Adopted: 2019

#### STRAND **Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### STRAND **Reading Standards for Informational Text**

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

#### STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>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.</b>
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

#### STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards**

<b>TITLE</b>	<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND Writing Standards**

<b>TITLE</b>	<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND Speaking and Listening Standards**

<b>TITLE</b>	<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	1.	<b>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.</b>
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STRAND Speaking and Listening Standards**

<b>TITLE</b>	<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	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.
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**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	c.	Spell correctly.
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**STRAND** Language Standards

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR	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.
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INDICATOR	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).
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**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND** Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**STRAND** Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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PERFORMANCE EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**STRAND** Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND** Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019**

**STRAND Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STRAND Reading Standards for Informational Text**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANCE EXPECTATION	2.	<b>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.</b>

INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND** Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	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.
INDICATOR	d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND** Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	c.	Spell correctly.

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	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.

INDICATOR	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).
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**STRAND** Language Standards

<b>TITLE</b>	<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	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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**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>	<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>	<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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PERFORMANCE EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>	<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND** Reading Standards for Literacy in Science and Technical Subjects

<b>TITLE</b>	<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

<b>TITLE</b>	<b>Text Types and Purposes</b>
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	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.
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PERFORMANC E EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANC E EXPECTATION	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.
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PERFORMANC E EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND Reading Standards for Literature**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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INDICATOR	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.
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INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
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INDICATOR	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	1.	<b>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.</b>
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR	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.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR            c.            Spell correctly.

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR            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.

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

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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.</b>

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>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.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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.</b>

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Range of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>10.</b>	<b>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>

Language Arts

Grade 10 - Adopted: 2019

**STRAND** Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**STRAND** Reading Standards for Literature

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**STRAND** Reading Standards for Literature

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND** Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR	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.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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PERFORMANC E EXPECTATION	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANC E EXPECTATION	1.	<b>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.</b>
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANC E EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR	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.
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**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR c. Spell correctly.

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR 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.

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

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Arts

Grade 10 - Adopted: 2019

**STRAND** Reading Standards for Informational Text

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STRAND** Reading Standards for Informational Text

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

**STRAND** Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>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.</b>
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND** Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.



PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	1.	<b>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.</b>
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR	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.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	c.	Spell correctly.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>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.</b>

INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR	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.
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INDICATOR	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).
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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.</b>

**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</b>

**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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PERFORMANCE EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**STRAND Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	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).
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Idea and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
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**STRAND****Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

INDICATOR 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.

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

**STRAND****Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

PERFORMANCE EXPECTATION 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND****Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION 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.

PERFORMANCE EXPECTATION 8. Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND****Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND****Language Standards**

TITLE		Conventions of Standard English
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR c. Spell correctly.

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>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.</b>

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR 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.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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.</b>

**STRAND Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</b>

**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**STRAND**                      **Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANC E EXPECTATION	2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Idea and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
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**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**STRAND Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	c.	Spell correctly.

**STRAND Language Standards**

TITLE		Knowledge of Language
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<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>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.</b>
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INDICATOR a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR 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.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**STRAND Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**STRAND Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND Reading Standards for Literature**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
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**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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INDICATOR	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.
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INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
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INDICATOR	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	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.
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**STRAND Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	c.	Spell correctly.
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**STRAND Language Standards**

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	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.
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INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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.
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INDICATOR	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.
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INDICATOR	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).
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**STRAND Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019

**STRAND Reading Standards for Informational Text**

TITLE		Key Idea and Details
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PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
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**STRAND Reading Standards for Informational Text**

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	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).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>

INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR	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.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	c.	Spell correctly.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	3.	<b>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.</b>

INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>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.</b>

INDICATOR	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.
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INDICATOR	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).
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND** **Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANC E EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**STRAND** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	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.
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PERFORMANC E EXPECTATION	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.
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**STRAND** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANC E EXPECTATION	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.
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

**Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019**

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STRAND**                      **Reading Standards for Informational Text**

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

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>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.</b>
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	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.
INDICATOR	d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

INDICATOR	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.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	c.	Spell correctly.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	3.	<b>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.</b>

INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>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.</b>

INDICATOR	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.
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INDICATOR	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).
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

<b>PERFORMANCE EXPECTATION</b>	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Craft and Structure</b>
PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
PERFORMANC E EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANC E EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
PERFORMANC E EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**STRAND**                      **Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
PERFORMANC E EXPECTATION	2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

INDICATOR                      a.                      Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	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.
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PERFORMANC E EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANC E EXPECTATION	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.
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PERFORMANC E EXPECTATION	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.
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PERFORMANC E EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Idea and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>
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INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	c.	Spell correctly.

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
PERFORMANCE EXPECTATION	3.	<b>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.</b>
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE EXPECTATION	4.	<b>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.</b>
INDICATOR	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.



INDICATOR	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).
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANC E EXPECTATION	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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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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PERFORMANC E EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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PERFORMANC E EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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PERFORMANC E EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANC E EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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PERFORMANC E EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANC E EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND** **Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANC E EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANC E EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**STRAND** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	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.
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PERFORMANC E EXPECTATION	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.
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**STRAND** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANC E EXPECTATION	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.
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PERFORMANC E EXPECTATION	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.
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PERFORMANCE EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019**

**STRAND Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STRAND Reading Standards for Informational Text**

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

**STRAND Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>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.</b>
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>

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

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR            c.            Spell correctly.

**STRAND**                      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR            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.

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

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

PERFORMANCE EXPECTATION            2.            Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
PERFORMANCE EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

PERFORMANCE EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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PERFORMANCE EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND**                      **Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019**

**STRAND Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>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.</b>
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANC E EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	c.	Spell correctly.



**STRAND**                      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	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).
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019**

**STRAND Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**STRAND Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**STRAND Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

INDICATOR	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.
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INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
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INDICATOR	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	c.	Spell correctly.
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**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR            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.

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

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION    6.            Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION    4.            Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION    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.

PERFORMANCE EXPECTATION    6.            Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION    10.           Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**Louisiana Academic Standards****Language Arts**

Grade 10 - Adopted: 2019

**STRAND**                      **Reading Standards for Literature**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION    1.            Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**STRAND** **Reading Standards for Literature**

<b>TITLE</b>	<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**STRAND** **Reading Standards for Literature**

<b>TITLE</b>	<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	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.
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**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>	<b>Key Idea and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>	<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
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**STRAND** **Writing Standards**

<b>TITLE</b>	<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR	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.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
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PERFORMANCE EXPECTATION	3.	<b>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.</b>
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INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	4.	<b>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.</b>
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INDICATOR	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.
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INDICATOR	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).
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**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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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**STRAND** Reading Standards for Literacy in History/Social Studies

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**STRAND** Reading Standards for Literacy in History/Social Studies

TITLE		Craft and Structure
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PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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PERFORMANCE EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**STRAND** Reading Standards for Literacy in History/Social Studies

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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**STRAND** Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND** Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
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**Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019**

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Idea and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR      b.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND                      Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR      c.      Spell correctly.

**STRAND                      Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>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.</b>

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

**STRAND                      Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR      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.

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

**STRAND                      Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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.</b>

**STRAND                      Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</b>

PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**STRAND** **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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PERFORMANCE EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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PERFORMANCE EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**STRAND** **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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PERFORMANCE EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**STRAND** **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND** **Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE	Production and Distribution of Writing	
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE	Research to Build and Present Knowledge	
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE	Range of Writing	
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

## Language Arts

Grade 10 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STRAND**                      **Reading Standards for Informational Text**

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

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	e.	Provide a concluding statement or section that follows from and supports the argument presented.

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>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.</b>

INDICATOR	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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PERFORMANC E EXPECTATION	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANC E EXPECTATION	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.
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PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANC E EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR	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.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANC E EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	c.	Spell correctly.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	3.	<b>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.</b>

INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>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.</b>

INDICATOR	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.
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INDICATOR	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).
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	6.	<b>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.</b>

**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	1.	<b>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</b>

<b>PERFORMANCE EXPECTATION</b>	2.	<b>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</b>
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**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</b>

PERFORMANCE EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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PERFORMANCE EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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PERFORMANCE EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND**                      **Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Write arguments focused on discipline-specific content.</b>
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INDICATOR	a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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INDICATOR	b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	e.	Provide a concluding statement or section that follows from or supports the argument presented.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Louisiana Academic Standards

## Language Arts

Grade 10 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STRAND**                      **Reading Standards for Informational Text**

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

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	e.	Provide a concluding statement or section that follows from and supports the argument presented.

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>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.</b>

INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	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.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR      b.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND                      Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR      c.      Spell correctly.

**STRAND                      Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>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.</b>

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

**STRAND                      Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR      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.

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

**STRAND                      Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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.</b>

**STRAND                      Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</b>

PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**STRAND** **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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PERFORMANCE EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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PERFORMANCE EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**STRAND** **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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PERFORMANCE EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**STRAND** **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND** **Reading Standards for Literacy in Science and Technical Subjects**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Write arguments focused on discipline-specific content.</b>
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INDICATOR	a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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INDICATOR	b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	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.
INDICATOR	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.
INDICATOR	e.	Provide a concluding statement or section that follows from or supports the argument presented.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Text Types and Purposes
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	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.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019**

**STRAND Reading Standards for Informational Text**

TITLE		Key Idea and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**STRAND Reading Standards for Informational Text**

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

**STRAND Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	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.
INDICATOR	e.	Provide a concluding statement or section that follows from and supports the argument presented.

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>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.</b>

INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	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.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND**                      **Writing Standards**



<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR	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.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	c.	Spell correctly.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
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PERFORMANCE EXPECTATION	3.	<b>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.</b>
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INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	4.	<b>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.</b>
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INDICATOR	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.
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INDICATOR	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).
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**STRAND** Language Standards

<b>TITLE</b>	<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	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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**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>	<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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PERFORMANCE EXPECTATION	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>	<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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PERFORMANCE EXPECTATION	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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PERFORMANCE EXPECTATION	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**STRAND** Reading Standards for Literacy in History/Social Studies

<b>TITLE</b>	<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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PERFORMANCE EXPECTATION	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**STRAND** Reading Standards for Literacy in History/Social Studies

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
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**STRAND** Reading Standards for Literacy in Science and Technical Subjects

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	1.	<b>Write arguments focused on discipline-specific content.</b>
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INDICATOR	a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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INDICATOR	b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
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INDICATOR	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.
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INDICATOR	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.
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INDICATOR	e.	Provide a concluding statement or section that follows from or supports the argument presented.
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**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	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.
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INDICATOR	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).
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	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.
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PERFORMANCE EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND Reading Standards for Literature**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	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.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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INDICATOR	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.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	<b>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.</b>
INDICATOR	a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	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.
INDICATOR	d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	c.	Spell correctly.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	3.	<b>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.</b>

INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>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.</b>

INDICATOR	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.
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INDICATOR	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).
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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<b>PERFORMANCE EXPECTATION</b>	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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<b>PERFORMANCE EXPECTATION</b>	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.
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<b>PERFORMANCE EXPECTATION</b>	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.
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**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019

**STRAND Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**STRAND Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**STRAND Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND Writing Standards**

TITLE		Text Types and Purposes
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>
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INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

INDICATOR	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.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>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.</b>
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INDICATOR a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR 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.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
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INDICATOR b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR c. Spell correctly.

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>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.</b>
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INDICATOR a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian’s Manual for Writers) appropriate for the discipline and writing type.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR 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.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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INDICATOR a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

INDICATOR 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.

INDICATOR d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION 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.

PERFORMANCE EXPECTATION 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019

**STRAND Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**STRAND Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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).
PERFORMANCE EXPECTATION	5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**STRAND Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

INDICATOR 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.

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

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

**STRAND Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

INDICATOR 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.

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

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

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

INDICATOR e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PERFORMANCE EXPECTATION 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.

PERFORMANCE EXPECTATION 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND** **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	<b>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.</b>
INDICATOR	a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	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.
INDICATOR	d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND** **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	c.	Spell correctly.

**STRAND** **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	<b>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.</b>
INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian’s Manual for Writers) appropriate for the discipline and writing type.

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
INDICATOR	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.
INDICATOR	d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

**Louisiana Academic Standards**  
**Language Arts**  
Grade 10 - Adopted: 2019

**STRAND**                      **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**STRAND**                      **Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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).
PERFORMANC E EXPECTATION	5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**STRAND**                      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.



**STRAND****Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>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.</b>
INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	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.
INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND****Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
INDICATOR	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.
INDICATOR	b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters.
INDICATOR	c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STRAND****Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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.</b>

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	<b>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.</b>
INDICATOR	a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	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.
INDICATOR	d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
INDICATOR	b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	c.	Spell correctly.

**STRAND**                      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	<b>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.</b>

INDICATOR	a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>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.</b>

INDICATOR	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.
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INDICATOR	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).
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>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.</b>

**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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INDICATOR	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).
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>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.</b>

PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	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.
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**STRAND Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281

**Louisiana Academic Standards  
Language Arts  
Grade 10 - Adopted: 2019**

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	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).
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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PERFORMANCE EXPECTATION	2.	<b>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.</b>
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INDICATOR	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANC E EXPECTATION	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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**STRAND**                      **Reading Standards for Literacy in History/Social Studies**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANC E EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANC E EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
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INDICATOR	a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**STRAND**                      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	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.
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**STRAND****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

<b>TITLE</b>		<b>Range of Writing</b>
PERFORMANCE E EXPECTATION	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.