Main Criteria: Structure and Style for Students Secondary Criteria: Louisiana Academic Standards Subject: Language Arts Grade: 10

Structure and Style for Students

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

Louisiana Academic Standards

Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Informational Text
TITLE		Key Idea 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 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E 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

TITLEConventions of Standard EnglishPERFORMANC EXPECT ATION1.Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.INDICATORb.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.STRANDLanguage StandardsTITLEConventions of Standard EnglishPERFORMANC EXPECT ATION2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.INDICATORc.Spell correctly.
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STRAND Language Standards
TITLE Knowledge of Language
PERFORMANC E EXPECT ATION3.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 Manua 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
PERFORMANC E EXPECTATION4.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
PERFORMANC 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writin E speaking, and listening at the college and career readiness level; demonstrate independence in gathering EXPECTATION 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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
TITLE		Range of Reading and Level of Text Complexity
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
TITLE		Key Ideas and Details
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
TITLE		Text Types and Purposes
PERFORMANC E 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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 for Literacy in History/Social Studies, Science, and Technical Subjects
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 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.
	L	INIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36
		Louisiana Academic Standards
		Language Art s Grade 10 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Idea 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 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.
PERFORMANC E 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

PERFORMANC E 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
PERFORMANC E 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
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.
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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.
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.

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Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	С.	Spell correctly.
STRAND		Language Standards
STRAND		Language Standards Vocabulary Acquisition and Use
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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).
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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
TITLE		Range of Reading and Level of Text Complexity
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
TITLE		Key Ideas and Details
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
TITLE		Text Types and Purposes
PERFORMANC E EXPECT AT ION	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 for Literacy in History/Social Studies, Science, and Technical Subjects
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 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 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48
		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	4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

EXPECTATION	evokes a sense of time and place; how it sets a formal or informal tone).
PERFORMANC E EXPECTATION	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.

meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language

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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

TITLE		Text Types and Purposes
PERFORMANC E 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	С.	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

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		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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 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.

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Language Standards

Language Arts

Grade 10 - Adopted: 2019

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Reading Standards for Literature

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.

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.

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Writing Standards

TITLE		Text Types and Purposes
PERFORMANC E 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
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		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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECT AT ION	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
PERFORMANC E 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
PERFORMANC E EXPECT AT ION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	С.	Spell correctly.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E 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
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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 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.

Language Arts

Grade 10 - Adopted: 2019

STRAND		Reading Standards for Informational Text
TITLE		Key Idea 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 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC	2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION		ofcarly and about atoly through the effective selection, organization, and analysis of content.
_	a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	a. b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
EXPECT AT ION		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.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	b. d.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented
EXPECT AT ION INDICATOR INDICATOR INDICATOR	b. d.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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).
EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR STRAND	b. d.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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). Writing Standards

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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E 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	С.	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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E EXPECT AT ION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure

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
TITLE		Range of Reading and Level of Text Complexity
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
TITLE		Key Ideas and Details
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
TITLE		Text Types and Purposes
PERFORMANC E 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
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.

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 for Literacy in History/Social Studies, Science, and Technical Subjects
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 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.
PERFORMANC E 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
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.

Louisiana Academic Standards
Language Arts
Grade 10 - Adopted: 2019

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

	Reading Standards for Informational Text
	Key Idea and Details
1	Cite relevant and therewish textual evidence to support on

STRAND

TITLE

 PERFORMANC
 1.
 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

 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.

 PERFORMANC
 3.
 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are

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E made, how they are introduced and developed, and the connections that are drawn between them.
EXPECTATION
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STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E 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
PERFORMANC E 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
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.	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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	С.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.

STRAND

TITLE		Craft and Structure
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
TITLE		Range of Reading and Level of Text Complexity
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
TITLE	Key Ideas and Details
PERFORMANC 1. E EXPECTATION	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

TITLE		Text Types and Purposes
PERFORMANC E 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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 for Literacy in History/Social Studies, Science, and Technical Subjects
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 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 5: WRITING FROM PICTURES Week 7 Page 83-90

Louisiana Academic Standards Language Arts Grade 10 - Adopted: 2019

STRAND		Reading Standards for Informational Text
TITLE		Key Idea 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 central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E 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
PERFORMANC E 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
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		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.	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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	С.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language

PERFORMANC E EXPECT AT ION	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
PERFORMANC E 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
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
TITLE		Key Ideas and Details
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
TITLE		Text Types and Purposes

PERFORMANC E 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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 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 5: WRITING FROM PICTURES Week 8 Page 91-100
		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.
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).
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
TITLE		Text Types and Purposes
PERFORMANC E 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	b. c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
		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 narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
INDICATOR	C.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR INDICATOR STRAND	C.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, mood, tone, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Writing Standards

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		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

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

INDICATOR c. Spell correctly.

STRAND

Language Standards

PERFORMANC 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.	TITLE	Knowledge of Language
EXPECTATION	E	

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
PERFORMANC E 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).

TITLE		Vocabulary Acquisition and Use
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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 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 5: WRITING FROM PICTURES Week 9 Page 101-108
		Louisiana Academic Standards Language Arts Grade 10 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Idea 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 central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND		Reading Standards for Informational Text

TITLE

Craft and Structure

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

STRAND Writing Standards

TITLE		Text Types and Purposes
PERFORMANC E 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	С.	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.
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		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.	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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity

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
TITLE		Key Ideas and Details
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
TITLE		Text Types and Purposes
PERFORMANC E 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	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Research to Build and Present Knowledge
PERFORMANC E	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

E EXPECTATION 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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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 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Louisiana Academic Standards

Language Arts

Grade 10 - Adopted: 2019

Reading Standards for Informational Text

TITLE		Key Idea 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 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.
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.

TITLE		Craft and Structure
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
TITLE		Integration of Knowledge and Ideas
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
STRAND		Reading Standards for Literacy in History/Social Studies Range of Reading and Level of Text Complexity
	10.	
TITLE PERFORMANC E	10.	Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band
TITLE PERFORMANC E EXPECTATION	10.	Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
TITLE PERFORMANC E EXPECTATION STRAND	10.	Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. Reading Standards for Literacy in Science and Technical Subjects
TITLE PERFORMANC EXPECTATION STRAND TITLE PERFORMANC E		Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of
TITLE PERFORMANC E EXPECTATION TITLE PERFORMANC E EXPECTATION		Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
TITLE PERFORMANC E EXPECTATION TITLE PERFORMANC E EXPECTATION STRAND		Range of Reading and Level of Text Complexity By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. Reading Standards for Literacy in Science and Technical Subjects Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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
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 new 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 for Literacy in History/Social Studies, Science, and Technical Subjects
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 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.
PERFORMANC E 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
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 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138
		Louisiana Academic Standards Language Arts Grade 10 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Idea 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 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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.	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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E	2. c.	
E EXPECTATION		spelling when writing.
E EXPECT AT ION		Spell correctly.
E EXPECT AT ION INDICATOR STRAND		spelling when writing. Spell correctly. Language Standards
EXPECTATION INDICATOR STRAND TITLE PERFORMANC	с.	spelling when writing. Spell correctly. Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
EXPECTATION INDICATOR STRAND TITLE PERFORMANC EXPECTATION	с. З.	spelling when writing. Spell correctly. Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and
EXPECTATION INDICATOR STRAND TITLE PERFORMANC EXPECTATION INDICATOR	с. З.	spelling when writing. Spell correctly. Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type.
E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC EXPECT ATION INDICATOR	с. З.	spelling when writing. Spell correctly. Language Standards Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Publication Manual of the American Psychological Association (APA), Turabian's Manual for Writers) appropriate for the discipline and writing type. Language Standards

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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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
TITLE		Integration of Knowledge and Ideas
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
TITLE		Range of Reading and Level of Text Complexity

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
TITLE		Key Ideas and Details
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
TITLE		Text Types and Purposes
PERFORMANC E 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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Production and Distribution of Writing
	4.	
TITLE PERFORMANC E	4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
TITLE PERFORMANC E EXPECTATION PERFORMANC E		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing
TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E	5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND	5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

PERFORMANC E 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
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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Louisiana Academic Standards

Language Arts

STRAND		Reading Standards for Informational Text
TITLE		Key Idea 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 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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
STRAND		Writing Standards Research to Build and Present Knowledge
	7.	
TITLE PERFORMANC E	7.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
TITLE PERFORMANC E EXPECTATION PERFORMANC E		Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative 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

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

 EXPECTATION
 EXPECTATION

STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR c. Spell correctly.

STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details
E		they include and emphasize in their respective accounts.
EXPECTATION		

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

EXPECTATION

STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
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

TITLE		Key Ideas and Details
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

TITLE		Text Types and Purposes
PERFORMANC E 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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 for Literacy in History/Social Studies, Science, and Technical Subjects
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 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.
PERFORMANC E 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
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 7: INVENTIVE WRITING Week 13 Page 143-150

Louisiana Academic Standards Language Arts

STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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).

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	8.	Gather relevant information from multiple authoritative sources using advanced searches effectively; assess the
E		strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text
EXPECTATION		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.	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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR c. Spell correctly.

TITLE		Knowledge of Language
PERFORMANC E 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
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.

STRAND

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

TITLE		Text Types and Purposes
PERFORMANC E 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
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.
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.

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

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 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 7: INVENTIVE WRITING Week 14 Page 151-156

Louisiana Academic Standards Language Arts

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
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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
TITLE		Text Types and Purposes
PERFORMANC E 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	С.	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.
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		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	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	с.	Spell correctly.

Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANC E 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
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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 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 7: INVENTIVE WRITING Week 15 Page 157-160
		Louisiana Academic Standards

Language Arts

STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC 2 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		Reading Standards for Informational Text
STRAND		Reading Standards for Informational Text Key Idea and Details
	1.	-
TITLE PERFORMANC E	1.	Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences
TITLE PERFORMANC E EXPECTATION PERFORMANC E		Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E	2.	Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are
TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	2.	Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E STRAND	2.	Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Reading Standards for Informational Text
TITLEPERFORMANC EXPECTATIONPERFORMANC EXPECTATIONPERFORMANC EXPECTATIONSTRANDTITLEPERFORMANC E	2. 3.	Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Reading Standards for Informational Text Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the
TITLE PERFORMANC EXPECTATION PERFORMANC EXPECTATION PERFORMANC EXPECTATION STRAND TITLE PERFORMANC EXPECTATION	2. 3.	Key Idea and Details Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Reading Standards for Informational Text Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.
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		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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).

context or in a dictionary).

TITLE		Vocabulary Acquisition and Use
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Range of Reading and Level of Text Complexity
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
TITLE		Key Ideas and Details
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
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 new approach, focusing on addressing what is most significant for a specific purpose and audience.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 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.
PERFORMANC E EXPECTATION	9.	Draw evidence from informational texts to support analysis, reflection, and research.

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

Louisiana Academic Standards

Language Arts

STRAND		Reading Standards for Informational Text	
TITLE		Key Idea 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 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.	
PERFORMANC E 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	
PERFORMANC E 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	
PERFORMANC	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	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
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.	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	
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	C.	Spell correctly.	
STRAND		Language Standards	
TITLE		Knowledge of Language	
PERFORMANC E 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	
PERFORMANC E 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	
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.	
STRAND		Reading Standards for Literacy in History/Social Studies	
TITLE		Key Ideas and Details	
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.	

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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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
TITLE		Integration of Knowledge and Ideas
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
TITLE		Range of Reading and Level of Text Complexity
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
TITLE		Key Ideas and Details
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
TITLE		Text Types and Purposes
PERFORMANC E 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, conter 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	
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.	
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 for Literacy in History/Social Studies, Science, and Technical Subjects	
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 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.	
PERFORMANC E 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	
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.	

Louisiana Academic Standards Language Arts

STRAND	TRAND Reading Standards for Informational Text		
TITLE		Key Idea 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 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.	
PERFORMANC E 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	
PERFORMANC E 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	
PERFORMANC E 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	
PERFORMANC E 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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Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

STRAND		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		esearch 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
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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
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TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	С.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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
TITLE		Integration of Knowledge and Ideas
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
TITLE		Range of Reading and Level of Text Complexity
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
TITLE		Key Ideas and Details
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
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	1.	Write arguments focused on discipline-specific content.
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.
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	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
PERFORMANC E 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	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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 for Literacy in History/Social Studies, Science, and Technical Subjects
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 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.
PERFORMANC E 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
PERFORMANC E	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.

EXPECTATION

Louisiana Academic Standards Language Arts

STRAND		Reading Standards for Informational Text
TITLE		Key Idea 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 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.
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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	с.	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
PERFORMANC E 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	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
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.	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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.

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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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
TITLE		Integration of Knowledge and Ideas
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
TITLE		Range of Reading and Level of Text Complexity
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
TITLE		Key Ideas and Details
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
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	1.	Write arguments focused on discipline-specific content.
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.

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
PERFORMANC E 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	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
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.
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 for Literacy in History/Social Studies, Science, and Technical Subjects
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 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.
PERFORMANC E 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
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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Louisiana Academic Standards Language Arts

Grade 10 - Adopted: 2019 STRAND Reading Standards for Informational Text TITLE Key Idea and Details PERFORMANC 1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **EXPECTATION** PERFORMANC 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. EXPECTATION PERFORMANC Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are 3. made, how they are introduced and developed, and the connections that are drawn between them. **EXPECTATION** STRAND Reading Standards for Informational Text TITLE Craft and Structure PERFORMANC 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

STRAND	Writing Standards

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EXPECTATION

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

language of a court opinion differs from that of a newspaper).

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
PERFORMANC E 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	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
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.	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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Key Ideas and Details
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.
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.
STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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
TITLE		Integration of Knowledge and Ideas
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

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E	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.
EXPECTATION		
STRAND		Reading Standards for Literacy in Science and Technical Subjects
TITLE		Key Ideas and Details
PERFORMANC E	1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
EXPECTATION		
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC	1.	Write arguments focused on discipline-specific content.
E EXPECTATION		
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.
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
INDICATOR	u.	discipline in which they are writing.
		Drovide a concluding statement or costion that follows from an owners the eventeent presented
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
PERFORMANC	2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/
EXPECTATION		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	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
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.
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 for Literacy in History/Social Studies, Science, and Technical Subjects
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Research to Build and Present Knowledge
	7.	
TITLE PERFORMANC E	7.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
TITLE PERFORMANC EXPECTATION PERFORMANC E		Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text
TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	8.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
TITLE PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	8.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from informational texts to support analysis, reflection, and research.

PERFORMANC10.Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting orEa day or two) for a range of discipline-specific tasks, purposes, and audiences.EXPECTATION

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

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).

PERFORMANC5.Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), andEmanipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

EXPECTATION

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

TITLE		Text Types and Purposes
PERFORMANC E 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	С.	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

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		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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
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 new 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 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 21 Page 229-248

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
STRAND		Reading Standards for Literature Craft and Structure
	4.	-
TITLE PERFORMANC E	4. 5.	Craft and Structure 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
TITLE PERFORMANC E EXPECTATION PERFORMANC E		Craft and Structure 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). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

PERFORMANC10.By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10Etext complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10,EXPECTATIONread 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	Toxt Types and Burneses
TITLE	Text Types and Purposes

PERFORMANC E 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
PERFORMANC E 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	С.	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
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		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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E 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	С.	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
PERFORMANC E 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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	c.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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.

TITLE		Vocabulary Acquisition and Use
PERFORMANC E 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
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.

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

TITLE		Text Types and Purposes
PERFORMANC E 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
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.
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.

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 22 Page 249-276

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	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
EXPECTATION		evokes a sense of time and place; how it sets a formal or informal tone).
EXPECTATION PERFORMANC E EXPECTATION	5.	
PERFORMANC E	5.	evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and
PERFORMANC E EXPECTATION	5.	evokes a sense of time and place; how it sets a formal or informal tone). 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.

TITLE		Text Types and Purposes
PERFORMANC E 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
PERFORMANC E 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
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		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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E 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	С.	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
PERFORMANC E EXPECTATION		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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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.

Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANC E 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	l	Language Standards
TITLE		Vocabulary Acquisition and Use
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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E EXPECT AT ION	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
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.
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 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.

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

PERFORMANC10.By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10Etext complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10,EXPECTATIONread and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text
complexity band independently and proficiently.

Writing Standards

TITLE		Text Types and Purposes
PERFORMANC E 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
PERFORMANC E 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	С.	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,

Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced,

events, setting, and/or characters.

observed, or resolved over the course of the narrative.

INDICATOR

e.

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

EXPECTATION

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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECT AT ION	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	С.	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
PERFORMANC E 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
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	C.	Spell correctly.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
PERFORMANC E 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
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.

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 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 24 Page 281-281
		Louisiana Academic Standards Language Arts Grade 10 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E 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
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PERFORMANC E 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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STRAND		Reading Standards for Literacy in History/Social Studies
TITLE		Craft and Structure
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.
STRAND		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
TITLE		Text Types and Purposes
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