Main Criteria: Structure and Style for Students Secondary Criteria: Maryland College and Career-Ready 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

Maryland College and Career-Ready Standards

Language Arts

 $\label{eq:Gradel} Grade\, \textbf{10} \, - \, Adopted; \textbf{2010/Implemented 2013 (CCSS)}$

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVELCCRA.R. andRead and comprehend complex literary and informational texts independently and proficiently. 10STRAND / tOPIC / STANDARDCollege and Career Readiness Anchor Standards for WritingTOPIC / INDICATORText Types and PurposesINDICATOR / PROFICIENCY LEVELCCRA.W. 2Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
TOPIC / STANDARD Text Types and Purposes TOPIC / INDICATOR CCRA.W. Vrite informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
PROFICIENCY 2 through the effective selection, organization, and analysis of content.
STRAND / College and Career Readiness Anchor Standards for Writing TOPIC / STANDARD
TOPIC / Production and Distribution of Writing INDICATOR Production and Distribution of Writing
INDICATOR /CCRA.W.Produce clear and coherent writing in which the development, organization, and style are appropriate to task,PROFICIENCY4purpose, and audience.LEVEL
INDICATOR / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. PROFICIENCY 5 LEVEL
INDICATOR / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. PROFICIENCY 6 LEVEL
STRAND / College and Career Readiness Anchor Standards for Writing TOPIC / STANDARD
TOPIC / Research to Build and Present Knowledge INDICATOR
INDICATOR /CCRA.W.Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of eachPROFICIENCY8source, and integrate the information while avoiding plagiarism.LEVEL
STRAND / College and Career Readiness Anchor Standards for Writing TOPIC / STANDARD
TOPIC / Range of Writing INDICATOR Range of Writing
INDICATOR /CCRA.W.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aPROFICIENCY10single sitting or a day or two) for a range of tasks, purposes, and audiences.LEVEL
STRAND / College and Career Readiness Anchor Standards for Speaking and Listening TOPIC / STANDARD
TOPIC / Comprehension and Collaboration INDICATOR Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
ST RAND / T OPIC / ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / TOPIC / STANDARD	:	Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
	10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEVEL		

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

OBJECTIVE RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

 STRAND /
TOPIC /
STANDARD
 Writing In History/ Social Studies

 TOPIC /
TOPIC /
 Text Types and Purposes

INDICATOR	
INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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OBJECTIVE WHST.9- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 10.10 a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / TOPIC / **STANDARD** Writing in Science & Technology

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STRAND / TOPIC / **STANDARD** Writing in Science & Technology

Writing in Science & Technology

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

- OBJECTIVE WHST.9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.4 purpose, and audience.
- STRAND / TOPIC / **STANDARD**

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

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Writing in Science & Technology
STRAND /
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STANDARD
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TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	U	NIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36
		Maryland College and Career-Ready Standards Language Arts Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

 PROFICIENCY
 3

 LEVEL

LEVEL

STRAND /
TOPIC /
STANDARD

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

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PROFICIENCY	W.9-10.4 W.9-10.5	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PROFICIENCY LEVEL INDICATOR / PROFICIENCY	W.9-10.5	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should
PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	W.9-10.5	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL		Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / FOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
ST RAND / FOPIC / ST ANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.4 purpose, and audience.

STRAND / TOPIC / STANDARD Writing In History/ Social Studies

In History/ Social Studies

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

STRAND /	Writing
TOPIC /	
STANDARD	

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

OBJECTIVE

10.7

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

STRAND / TOPIC / STANDARD	Writing In History/ Social Studies
TOPIC / INDICATOR	Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	 			from multiple grate the info		,	

WHST.9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; OBJECTIVE 10.8 assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / TOPIC / **STANDARD**

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

10.10 a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing In History/ Social Studies

STRAND / Writing in Science & Technology TOPIC / **STANDARD**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STRAND / TOPIC / STANDARD	Writing in Science & Technology
TOPIC / INDICATOR	Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Maryland College and Career-Ready Standards Language Arts Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND /
TOPIC /
STANDARD

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ST RAND / T OPIC / ST ANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR /	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
PROFICIENCY	6	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
LEVEL		gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STRAND / TOPIC / STANDARD

Key Ideas and Details TOPIC / INDICATOR INDICATOR / RL.9-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, PROFICIENCY 10.2 including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. LEVEL INDICATOR / RL.9-Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a PROFICIENCY 10.3 text, interact with other characters, and advance the plot or develop the theme. LEVEL

ST RAND /
TOPIC /
ST ANDARDReading Literature StandardsTOPIC /
INDICATORCraft and StructureINDICATOR /
PROFICIENCY
LEVELRL.9-
10.4Determine the meaning of words and phrases as they are used in the text, including figurative and connotative
meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language
evokes a sense of time and place; how it sets a formal or informal tone).

INDICATOR /	RL.9-	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and
PROFICIENCY	10.5	manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LEVEL		

STRAND /	
TOPIC /	
STANDARD	

Reading Literature Standards

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / TOPIC / STANDARD

Writing Standards

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

OBJECTIVE	W.9- 10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	W.9- 10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	W.9- 10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Language Standards

Language Standards

Language Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

STRAND / TOPIC /

STANDARD

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

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR	Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.9-10.2.c Spell correctly.

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use

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

STRAND / TOPIC / **STANDARD**

Writing In History/ Social Studies

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

- OBJECTIVE WHST.9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.4 purpose, and audience.
- STRAND / Writing In History/ Social Studies TOPIC / **STANDARD**

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

STRAND / TOPIC / **STANDARD**

TOPIC / Range of Writing INDICATOR INDICATOR / CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and PROFICIENCY revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and LEVEL audiences. OBJECTIVE WHST.9- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 10.10 a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /
TOPIC /
STANDARD

Writing in Science & Technology

Writing In History/ Social Studies

STANDARL

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

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

INDICATOR		
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56 Maryland College and Career-Ready Standards Language Arts Grade 10 - Adopted: 2010/Implemented 2013 (CCSS) STRAND / **College and Career Readiness Anchor Standards for Reading** TOPIC / **STANDARD** TOPIC / Key Ideas and Details INDICATOR INDICATOR / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual PROFICIENCY 1 evidence when writing or speaking to support conclusions drawn from the text. LEVEL INDICATOR / CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details PROFICIENCY 2 and ideas. LEVEL CCRA.R. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. INDICATOR / PROFICIENCY 3 I FVFI STRAND / **College and Career Readiness Anchor Standards for Reading** TOPIC / **STANDARD** TOPIC / **Craft and Structure** INDICATOR INDICATOR / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative PROFICIENCY 4 meanings, and analyze how specific word choices shape meaning or tone. LEVEL INDICATOR / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. PROFICIENCY 5 LEVEL

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and wellstructured event sequences.

OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	W.9- 10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	W.9- 10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	W.9- 10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Conventions of Standard English

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

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR	Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.9-10.2.c Spell correctly.

STRAND / Language Standards TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

	10.6	advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70
		Maryland College and Career-Ready Standards Language Arts Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

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

OBJECTIVE

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

INDICATOR /	CCRA.W. Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY	9
LEVEL	

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC /		College and Career Readiness Anchor Standards for Language Conventions of Standard English
TOPIC / STANDARD	CCRA.L. 1	

STRAND /
TOPIC /
STANDARD

STANDARD		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	W.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Language Standards

TOPIC / **Conventions of Standard English** INDICATOR Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR / L.9-10.2 PROFICIENCY LEVEL

L.9-10.2.c Spell correctly. OBJECTIVE

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Writing in Science & Technology

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STRAND /	Writing in Science & Technology
TOPIC /	
STANDARD	

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

STRAND /	Writing in Science & Technology
TOPIC /	
STANDARD	

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

STRAND /
TOPIC /
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TOPIC /
INDICAT ORResearch to Build and Present KnowledgeINDICAT OR /
PROFICIENCY
LEVELCCR Anchor Standard 7 Conduct short and well as more sustained research projects based on
focused questions, demonstrating understanding of the subject under investigation.OBJECTIVEWHST.9-
10.7Conduct short as well as more sustained research projects to answer a question (including a self-generated
question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
subject, demonstrating understanding of the subject under investigation.

Writing in Science & Technology

Writing in Science & Technology

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

OBJECTIVEWHST.9-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or10.10a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Maryland College and Career-Ready Standards Language Arts Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

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

LEVEL

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

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STRAND /
TOPIC /
STANDARD

Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STRAND /	
TOPIC /	
STANDARD	

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRAND /	Reading Informational Text Standards
TOPIC /	
STANDARD	

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

STRAND / TOPIC / STANDARD Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

TOPIC / STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STRAND /

Writing Standards

 TOPIC / INDICATOR
 Conventions of Standard English

 INDICATOR / PROFICIENCY LEVEL
 L.9-10.2

 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.9-10.2.c Spell correctly.

STRAND / Language Standards TOPIC / STANDARD

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND / TOPIC /	Language Standards
STANDARD	

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		Varify the proliminary determination of the meaning of a word or phrase (a.g., by checking the inforced meaning in

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

STRAND / Language Standards TOPIC /

STANDARD

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

TOPIC / INDICATOR	Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

TOPIC / Research to Build and Present Knowledge INDICATOR INDICATOR / CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on PROFICIENCY focused questions, demonstrating understanding of the subject under investigation. LEVEL **OBJECTIVE** Conduct short as well as more sustained research projects to answer a question (including a self-generated WHST.9-10.7 question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. STRAND / Writing In History/ Social Studies TOPIC / **STANDARD** TOPIC / **Research to Build and Present Knowledge** INDICATOR INDICATOR / CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess PROFICIENCY the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. LEVEL OBJECTIVE WHST.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 10.8 assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. STRAND / Writing In History/ Social Studies

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TOPIC /
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STANDARD

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /	Writing in Science & Technology
STRAND /	Writing in Science & Technology
TOPIC /	
STANDARD	

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STRAND /
TOPIC /
STANDARD

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

OBJECTIVE WHST.9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.4 purpose, and audience.

STRAND /
TOPIC /
STANDARD

TOPIC / **Production and Distribution of Writing** INDICATOR CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to INDICATOR / PROFICIENCY interact and collaborate with others. LEVEL

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

STRAND /
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TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9-	Conduct short as well as more sustained research projects to answer a question (including a self-generated

10.7 question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STRAND / TOPIC / **STANDARD** Writing in Science & Technology

TOPIC / **Research to Build and Present Knowledge** INDICATOR INDICATOR / CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess PROFICIENCY the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. LEVEL OBJECTIVE WHST.9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 10.8 assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Writing in Science & Technology STRAND / TOPIC / **STANDARD**

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

OBJECTIVE

STRAND /

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

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Maryland College and Career-Ready Standards Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

College and Career Readiness Anchor Standards for Reading

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

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
		Apply knowledge of language to understand how language functions in different contexts, to make effective choices

INDICATOR /CCRA.L.Apply knowledge of language to understand how language functions in different contexts, to make effective choicesPROFICIENCY3for meaning or style, and to comprehend more fully when reading or listening.LEVEL

STRAND /
TOPIC /
STANDARD

STANDARD		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
STRAND / TOPIC / STANDARD		Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)	
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
STRAND / TOPIC / STANDARD		Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
STRAND / TOPIC / STANDARD		Writing Standards	
TOPIC / INDICATOR		Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
STRAND / TOPIC / STANDARD		Language Standards	
TOPIC / INDICATOR		Conventions of Standard English	
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LEVEL

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

Maryland College and Career-Ready Standards

Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

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

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

TOPIC /		Range of Reading and Level of Text Complexity
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND /
TOPIC /
STANDARD

STANDARD		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	W.9- 10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	W.9- 10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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

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STRAND /
                         Writing In History/ Social Studies
TOPIC /
STANDARD
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TOPIC / INDICATOR	Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

OBJECTIVE WHST.9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.4 purpose, and audience.

STRAND / TOPIC /

Writing In History/ Social Studies

ST AND ARD

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

STRAND / Writing In History/ Social Studies TOPIC / **ST AND ARD**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / TOPIC / **STANDARD**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND /		Writing in Science & Technology

Writing In History/ Social Studies

TOPIC / ST AND ARD

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

Maryland College and Career-Ready Standards Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CC	SS)
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	Grade 10 - Adopted: 2010/implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD	College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR	Key Ideas and Details

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

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.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.
OBJECTIVE	W.9-	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

10.2.d

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
T OPIC / INDICAT OR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ST RAND / T OPIC / ST ANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.9-10.2.c Spell correctly.

STRAND /	Language Standards
TOPIC /	
STANDARD	

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND /	Language Standards
TOPIC /	
OT AND ADD	

10.2.b

STANDARD

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9-	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	WHST.9-	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the
	10.2.c	relationships among ideas and concepts.

EXPECTATION WHST.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style 10.2.d appropriate to the discipline and context as well as to the expertise of likely readers.

Writing In History/ Social Studies

STRAND /	
TOPIC /	
STANDARD	

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

10.4 purpose, and audience.

STRAND / TOPIC / STANDARD	Writing In History/ Social Studies

TOPIC / INDICATOR	Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

STRAND / TOPIC / **ST AND ARD**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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STRAND /
TOPIC /
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Writing In History/ Social Studies

Writing In History/ Social Studies

STANDARD

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing in Science & Technology

TOPIC / **Text Types and Purposes** INDICATOR INDICATOR / CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and PROFICIENCY information clearly and accurately through the effective selection, organization, and analysis of LEVEL content. OBJECTIVE WHST.9- Write informative/explanatory texts, including the narration of historical events, scientific 10.2 procedures/experiments, or technical processes. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or EXPECTATION WHST.9-10.2 h other information and examples appropriate to the audience's knowledge of the topic. **EXPECTATION** WHST.9-Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the 10.2.c relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style **EXPECTATION** WHST.9-10.2.d appropriate to the discipline and context as well as to the expertise of likely readers. STRAND / Writing in Science & Technology TOPIC / **STANDARD** TOPIC / Production and Distribution of Writing INDICATOR INDICATOR / CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, PROFICIENCY and style are appropriate to task, purpose, and audience. LEVEL OBJECTIVE WHST.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.4 purpose, and audience.

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TOPIC /
INDICATORProduction and Distribution of WritingINDICATOR /
PROFICIENCY
LEVELCCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to
interact and collaborate with others.OBJECTIVEWHST.9-
10.6Use 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 in Science & Technology TOPIC / **STANDARD** TOPIC / **Research to Build and Present Knowledge** INDICATOR INDICATOR / CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess PROFICIENCY the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. LEVEL OBJECTIVE WHST.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 10.8 assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LEVEL

INDICATOR

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

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

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

INDICATOR / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative PROFICIENCY 4 meanings, and analyze how specific word choices shape meaning or tone.

INDICATOR /	CCRA.R.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
PROFICIENCY	5	section, chapter, scene, or stanza) relate to each other and the whole.
LEVEL		

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

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR		

INDICATOR /	CCRA.W. Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY	9
LEVEL	

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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OBJECTIVE
               RH.9-
               10.7
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Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

STRAND /	Reading in History/ Social Studies
TOPIC /	
STANDARD	

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
OBJECTIVE	RH.9- 10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.

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Writing In History/ Social Studies

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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STRAND /
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Writing In History/ Social Studies

Writing In History/ Social Studies

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

STRAND /
TOPIC /
STANDARD

TOPIC / **Production and Distribution of Writing** INDICATOR INDICATOR / CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to PROFICIENCY interact and collaborate with others. LEVEL

OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Writing in Science & Technology

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND /	Writing in Science & Technology
TOPIC /	
STANDARD	

INDICATOR / PROFICIENCY LEVEL CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.	TOPIC / INDICATOR	Research to Build and Present Knowledge
	PROFICIENCY	

OBJECTIVE

10.9

Writing in Science & Technology

WHST.9- Draw evidence from informational texts to support analysis, reflection, and research.

STRAND / TOPIC / **STANDARD**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Maryland College and Career-Ready Standards

Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

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

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. INDICATOR / PROFICIENCY 6 LEVEL

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND /
TOPIC /
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STANDARD		
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

OBJECTIVE	RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
OBJECTIVE	RH.9- 10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC /		Research to Build and Present Knowledge

INDICATOR		Research to build and Present Knowedge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND /	Writing In History/ Social Studies
TOPIC /	
STANDARD	

TOPIC / Range of Writing INDICATOR INDICATOR / CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and PROFICIENCY revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and LEVEL audiences. OBJECTIVE WHST.9- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 10.10 a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND / Writing in Science & Technology TOPIC / **STANDARD** TOPIC / Text Types and Purposes INDICATOR

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

OBJECTIVE	WHST.9-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;
	10.8	assess the usefulness of each source in answering the research question; integrate information into the text
		selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / TOPIC / STANDARD	Writing in Science & Technology
TOPIC / INDICATOR	Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.

OBJECTIVE WHST.9- Draw evidence from informational texts to support analysis, reflection, and research. 10.9

STRAND / TOPIC /

Writing in Science & Technology

STANDARD

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

Maryland College and Career-Ready Standards Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

College and Career Readiness Anchor Standards for Reading

STRAND / TOPIC / **STANDARD**

INDICATOR

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

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

 INDICATOR /
 CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

 PROFICIENCY
 6

 LEVEL

ST RAND / T OPIC / ST ANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR /	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
PROFICIENCY	3	for meaning or style, and to comprehend more fully when reading or listening.
LEVEL		

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards

INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

TOPIC / **Text Types and Purposes** INDICATOR INDICATOR / W.9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information PROFICIENCY 10.2 clearly and accurately through the effective selection, organization, and analysis of content. LEVEL OBJECTIVE W.9-Introduce a topic; organize complex ideas, concepts, and information to make important connections and 10.2.a distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. OBJECTIVE W.9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.2 h other information and examples appropriate to the audience's knowledge of the topic. **OBJECTIVE** W.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.2 d STRAND / Writing Standards TOPIC / **STANDARD** TOPIC / **Production and Distribution of Writing** INDICATOR INDICATOR / W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, PROFICIENCY purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) I FVFI INDICATOR / W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing PROFICIENCY on addressing what is most significant for a specific purpose and audience. (Editing for conventions should LEVEL demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) INDICATOR / W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking PROFICIENCY advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LEVEL STRAND / Writing Standards TOPIC / **STANDARD** TOPIC / **Research to Build and Present Knowledge** INDICATOR INDICATOR / W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated PROFICIENCY question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the LEVEL subject, demonstrating understanding of the subject under investigation.

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

 STRAND / TOPIC /
 Writing Standards

TOPIC / STANDARD

TOPIC / INDICATOR

INDICATOR / W.9-PROFICIENCY 10.10 LEVEL

STRAND /

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

Language Standards

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

STRAND /	Language Standards
TOPIC /	
STANDARD	

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.9-10.2.c Spell correctly.

Language Standards STRAND / TOPIC / **STANDARD**

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND /	
TOPIC /	
ST AND ARD)

0 0		Lang	uage	Stand	ards	
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TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

INDICATOR		
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

STRAND /
TOPIC /
STANDARD

Reading in History/ Social Studies

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

STRAND / TOPIC / **STANDARD** Reading in History/ Social Studies

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TOPIC /
                           Craft and Structure
INDICATOR
INDICATOR /
                           CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
PROFICIENCY
LEVEL
OBJECTIVE
                 RH.9-
                           - Compare the point of view of two or more authors for how they treat the same or similar topics, including which
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details they include and emphasize in their respective accounts.

STRAND / TOPIC / **STANDARD** 10.6

Reading in History/ Social Studies

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

OBJECTIVE RH.9- Compare and contrast treatments of the same topic in several primary and secondary sources. 10.9

Reading in History/ Social Studies

Writing In History/ Social Studies

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STRAND / Writing In History/ Social Studies TOPIC / STANDARD

 TOPIC / INDICATOR
 Production and Distribution of Writing

 INDICATOR / PROFICIENCY LEVEL
 CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

 OBJECTIVE
 WHST.9

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

10.4 purpose, and audience.

STRAND /	
TOPIC /	
STANDARD	

TOPIC /
INDICATORProduction and Distribution of WritingINDICATOR /
PROFICIENCY
LEVELCCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to
interact and collaborate with others.OBJECTIVEWHST.9-
10.6Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Writing In History/ Social Studies

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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

EXPECTATION WHST.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style 10.2.d appropriate to the discipline and context as well as to the expertise of likely readers.

Writing in Science & Technology

STRAND /	
TOPIC /	
STANDARD	

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

purpose, and audience.

STRAND / TOPIC / STANDARD	Writing in Science & Technology

TOPIC / INDICATOR	Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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OBJECTIVE
                   WHST.9- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
                              advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
                  10.6
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STRAND /
TOPIC /
STANDARD
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TOPIC /
                           Research to Build and Present Knowledge
INDICATOR
INDICATOR /
                           CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on
PROFICIENCY
                           focused questions, demonstrating understanding of the subject under investigation.
LEVEL
OBJECTIVE
                 WHST.9-
                           Conduct short as well as more sustained research projects to answer a question (including a self-generated
                10.7
                           question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
                           subject, demonstrating understanding of the subject under investigation.
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STRAND /
TOPIC /
STANDARD
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Writing in Science & Technology

Writing in Science & Technology

Research to Build and Present Knowledge TOPIC / INDICATOR INDICATOR / CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess PROFICIENCY the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. LEVEL OBJECTIVE WHST.9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 10.8 assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Writing in Science & Technology

INDICATOR / PROFICIENCY LEVEL	TOPIC / INDICATOR	Research to Build and Present Knowledge
	PROFICIENCY	

OBJECTIVE WHST.9- Draw evidence from informational texts to support analysis, reflection, and research. 10.9

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

Maryland College and Career-Ready Standards Language Arts Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST RAND / T OPIC / ST ANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ST RAND / T OPIC / ST ANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	W.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL		Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

STRAND /	
TOPIC /	
STANDARD	

Writing In History/ Social Studies

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the

subject, demonstrating understanding of the subject under investigation.

STRAND / TOPIC /

Writing In History/ Social Studies

Writing In History/ Social Studies

STANDARD

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND /
TOPIC /
STANDARD

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

OBJECTIVE WHST.9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 10.8 assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Writing in Science & Technology

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Maryland College and Career-Ready Standards Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

STRAND /	Reading Literature Standards
TOPIC /	
STANDARD	

Writing Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / TOPIC / STANDARD

TOPIC / Text Types and Purposes INDICATOR INDICATOR / W.9-Write narratives to develop real or imagined experiences or events using effective technique, well-PROFICIENCY 10.3 chosen details, and wellstructured event sequences. LEVEL OBJECTIVE W.9-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) 10.3.a of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop OBJECTIVE W.9-10.3.b experiences, events, and/or characters **OBJECTIVE** W.9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 10.3.c OBJECTIVE W.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, 10.3.d events, setting, and/or characters. STRAND / Writing Standards TOPIC / **STANDARD** TOPIC / **Production and Distribution of Writing** INDICATOR INDICATOR / W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, PROFICIENCY purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) LEVEL INDICATOR / W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing PROFICIENCY on addressing what is most significant for a specific purpose and audience. (Editing for conventions should LEVEL demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

TOPIC / Production and Distribution of Writing
INDICATOR

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

STRAND / TOPIC /

Writing In History/ Social Studies

Writing In History/ Social Studies

STANDARD

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

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

STRAND / TOPIC / **ST AND ARD**

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

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

Writing in Science & Technology STRAND / TOPIC / **STANDARD**

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

10.4 purpose, and audience.

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Writing in Science & Technology

STANDARD

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

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 7: INVENTIVE WRITING Week 15 Page 157-160
		Maryland College and Career-Ready Standards Language Arts Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas

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

PROFICIENCY

LEVEL

10.5

TOPIC / Knowledge of Language INDICATOR INDICATOR / CCRA.L. Apply knowledge of language to understand how language functions in different contexts, to make effective choices PROFICIENCY 3 for meaning or style, and to comprehend more fully when reading or listening. LEVEL STRAND / College and Career Readiness Anchor Standards for Language TOPIC / **STANDARD** TOPIC / Vocabulary Acquisition and Use INDICATOR INDICATOR / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, PROFICIENCY analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 4 LEVEL INDICATOR / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for PROFICIENCY 6 reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in LEVEL gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. STRAND / **Reading Literature Standards** TOPIC / **STANDARD** TOPIC / Key Ideas and Details INDICATOR INDICATOR / RI 9-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. PROFICIENCY 10.1 I FVFI INDICATOR / RI .9-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, PROFICIENCY 10.2 including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. LEVEL RL.9-INDICATOR / Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a PROFICIENCY text, interact with other characters, and advance the plot or develop the theme. 10.3 I FVFI STRAND / **Reading Literature Standards** TOPIC / **STANDARD Craft and Structure** TOPIC / INDICATOR **INDICATOR /** RL.9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative PROFICIENCY 10.4 meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language LEVEL evokes a sense of time and place; how it sets a formal or informal tone). INDICATOR / RL.9-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and

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

Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRAND /	Reading Informational Text Standards

Writing Standards

TOPIC / STANDARD

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

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Language Standards

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

STRAND /	
TOPIC /	
STANDARD	

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

for Writers) appropriate for the discipline and writing type.

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STRAND /
TOPIC /
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Language Standards

Language Standards

STANDARD

10.3.a

TOPIC / Vocabulary Acquisition and Use INDICATOR INDICATOR / L.9-10.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on PROFICIENCY grades 9-10 reading and content, choosing flexibly from a range of strategies. LEVEL OBJECTIVE L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) 10.4.a as a clue to the meaning of a word or phrase. L.9-OBJECTIVE Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in 10.4.d context or in a dictionary). Language Standards STRAND / TOPIC / **STANDARD** TOPIC / Vocabulary Acquisition and Use INDICATOR

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

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STRAND /
TOPIC /
STANDARD
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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how

10.2 key events or ideas develop over the course of the text.

STRAND / TOPIC /

Reading in History/ Social Studies

Reading in History/ Social Studies

STANDARD

STRAND /

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

STRAND / Reading in History/ Social Studies TOPIC / **STANDARD**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.9-	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- 10.7
- Writing In History/ Social Studies **TOPIC / STANDARD Research to Build and Present Knowledge** TOPIC / INDICATOR INDICATOR / CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on PROFICIENCY focused questions, demonstrating understanding of the subject under investigation. LEVEL OBJECTIVE WHST.9- Conduct short as well as more sustained research projects to answer a question (including a self-generated 10.7 question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Writing In History/ Social Studies STRAND / TOPIC / **STANDARD**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.

OBJECTIVE

WHST.9- Draw evidence from informational texts to support analysis, reflection, and research. 10.9

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

Maryland College and Career-Ready Standards Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND /		College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details

 INDICATOR /
 RL.9 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

 PROFICIENCY
 10.1
 drawn from the text.

 LEVEL

STRAND / Reading Informational Text Standards TOPIC / STANDARD

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.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.

OBJECTIVE W.9- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

10.2.d

OBJECTIVE	W.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

 TOPIC / INDICATOR
 Conventions of Standard English

 INDICATOR / PROFICIENCY LEVEL
 L.9-10.2

 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.9-10.2.c Spell correctly.

STRAND / Language Standards TOPIC / STANDARD

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND / TOPIC / STANDARD	Language Standards
STANDARD	

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

10.4.d	context or in a dictionary).

STRAND / La TOPIC /

Language Standards

STANDARD

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

TOPIC / INDICATOR	Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.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.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STRAND / TOPIC /

Writing In History/ Social Studies

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

- 10.4 purpose, and audience.
- STRAND / TOPIC /

Writing In History/ Social Studies

STANDARD

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

STRAND / TOPIC /

Writing In History/ Social Studies

STANDARD

TOPIC / Research to Build and Present Knowledge INDICATOR INDICATOR / CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on PROFICIENCY focused questions, demonstrating understanding of the subject under investigation. LEVEL WHST.9-OBJECTIVE 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 10.7 subject, demonstrating understanding of the subject under investigation.

STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND /		Writing in Science & Technology

STRAND / TOPIC /

Writing in Science & Technology

STANDARD

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.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.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174
		Maryland College and Career-Ready Standards Language Arts
STRAND / TOPIC / STANDARD		Grade 10 - Adopted: 2010/Implemented 2013 (CCSS) College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND /
TOPIC /
STANDARD

TOPIC /		Integration of Knowledge and Ideas
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	W.9- 10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

OBJECTIVE	W.9- 10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE	W.9- 10.1.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.
OBJECTIVE	W.9- 10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	W.9- 10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

OBJECTIVE	RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
OBJECTIVE	RH.9- 10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	WHST.9- 10.1	Write arguments focused on discipline-specific content.
EXPECTATION	WHST.9- 10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	WHST.9- 10.1.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.
EXPECTATION	WHST.9- 10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	WHST.9- 10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.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 / TOPIC / STANDARD		Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.

OBJECTIVE WHST.9- Draw evidence from informational texts to support analysis, reflection, and research.

10.9

Writing in Science & Technology

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

10.10 a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / TOPIC / **STANDARD**

TOPIC / Text Types and Purposes INDICATOR INDICATOR / CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or PROFICIENCY texts, using valid reasoning and relevant and sufficient evidence. LEVEL OBJECTIVE WHST.9- Write arguments focused on discipline-specific content. 10.1 Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that **EXPECTATION** WHST.9-10.1.a establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. **EXPECTATION** WHST.9- 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. 10.1.c **EXPECTATION** WHST.9-Establish and maintain a formal style and objective tone while attending to the norms and conventions of the 10.1.d discipline in which they are writing. EXPECTATION WHST.9- Provide a concluding statement or section that follows from or supports the argument presented. 10.1.e

STRAND / TOPIC /

Writing in Science & Technology

STANDARD

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.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 / TOPIC / STANDARD		Writing in Science & Technology

Production and Distribution of Writing

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

STRAND /	Writing in Science & Technology
TOPIC /	
STANDARD	

purpose, and audience.

10.4

10.6

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

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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.

, assess agiarism.

STRAND / TOPIC / STANDARD	Writing in Science & Technology
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TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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OBJECTIVE WHST.9- Conduct short as well as more sustained research projects to answer a question (including a self-generated 10.7 question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STRAND / TOPIC / STANDARD	Writing in Science & Technology
TOPIC / INDICATOR	Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources the credibility and accuracy of each source, and integrate the information while avoiding pl

OBJECTIVE WHST.9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 10.8 assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND /
TOPIC /
STANDARD

Writing in Science & Technology

 TOPIC / INDICATOR
 Research to Build and Present Knowledge

 INDICATOR / PROFICIENCY LEVEL
 CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.

OBJECTIVE WHST.9- Draw evidence from informational texts to support analysis, reflection, and research. 10.9

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184		
		Maryland College and Career-Ready Standards Language Arts Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC /		Craft and Structure

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	W.9- 10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

OBJECTIVE	W.9- 10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE	W.9- 10.1.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.
OBJECTIVE	W.9- 10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	W.9- 10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	W.9- 10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	W.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

STRAND /	Reading in History/ Social Studies
TOPIC /	
STANDARD	

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	RH.9- 10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

STRAND / **Reading in History/ Social Studies** TOPIC / **STANDARD** TOPIC / Integration of Knowledge and Ideas INDICATOR CCR Anchor Standard 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take INDICATOR / PROFICIENCY LEVEL RH.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

OBJECTIVE

10.9

Writing In History/ Social Studies

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	WHST.9- 10.1	Write arguments focused on discipline-specific content.
EXPECTATION	WHST.9- 10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	WHST.9- 10.1.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.
EXPECTATION	WHST.9- 10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	WHST.9- 10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
STRAND /		Writing In History/ Social Studies

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

EXPECTATION WHST.9- Provide a concluding statement or section that follows from or supports the argument presented. 10.1.e

STRAND /	
TOPIC /	
STANDARD	

Writing in Science & Technology

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing in Science & Technology

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

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STANDARD	

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

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188
		Maryland College and Career-Ready Standards
		Language Art s Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR

Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
	CCRA.W. 7	Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	7 CCRA.W. 8	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	7 CCRA.W. 8 CCRA.W.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	7 CCRA.W. 8 CCRA.W.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL ST RAND / TOPIC / T OPIC /	7 CCRA.W. 8 CCRA.W. 9	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards

INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	W.9- 10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	W.9- 10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE	W.9- 10.1.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.
OBJECTIVE	W.9- 10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	W.9- 10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	W.9- 10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	W.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / W.9-PROFICIENCY 10.10 LEVEL

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

STRAND / TOPIC / STANDARD

Language Standards

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

STRAND /	Language Standards
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TOPIC / INDICATOR	Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.9-10.2.c Spell correctly.

STRAND / Language Standards TOPIC / STANDARD

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

STRAND / TOPIC /

Language Standards

STANDARD

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	RH.9- 10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	RH.9- 10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	RH.9- 10.6	- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
		Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text

OBJECTIVE RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

OBJECTIVE RH.9-Compare and contrast treatments of the same topic in several primary and secondary sources. 10.9

STRAND / TOPIC / **STANDARD**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	WHST.9- 10.1	Write arguments focused on discipline-specific content.
EXPECTATION	WHST.9- 10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	WHST.9- 10.1.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.
EXPECTATION	WHST.9- 10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	WHST.9- 10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.

STRAND / TOPIC /

Writing In History/ Social Studies

STANDARD

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing In History/ Social Studies

EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9- 10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.

STRAND / Writing In History/ Social Studies TOPIC / STANDARD

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

TOPIC / STANDARD

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	WHST.9- 10.1	Write arguments focused on discipline-specific content.
EXPECTATION	WHST.9- 10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	WHST.9- 10.1.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.
EXPECTATION	WHST.9- 10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	WHST.9- 10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC /		Production and Distribution of Writing
INDICATOR		
INDICATOR INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
INDICATOR / PROFICIENCY	WHST.9- 10.6	
INDICATOR / PROFICIENCY LEVEL		Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
INDICATOR / PROFICIENCY LEVEL OBJECTIVE STRAND / TOPIC /		Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
INDICATOR / PROFICIENCY LEVEL OBJECTIVE STRAND / TOPIC / ST ANDARD		interact and collaborate with others. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing in Science & Technology
INDICATOR / PROFICIENCY LEVEL OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY		interact and collaborate with others. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing in Science & Technology Research to Build and Present Knowledge CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on
INDICATOR / PROFICIENCY LEVEL OBJECTIVE ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL	10.6	interact and collaborate with others. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing in Science & Technology Research to Build and Present Knowledge CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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

INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 9 Draw evidence from literary or informational texts to support analysis, reflection and research.
OBJECTIVE	WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228
		Maryland College and Career-Ready Standards Language Arts
		Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND /	
TOPIC /	
STANDARD	

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / RL.9-PROFICIENCY 10.10 LEVEL By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / Writing Standards TOPIC /

STANDARD

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	W.9- 10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	W.9- 10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	W.9- 10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ST RAND / T OPIC / ST ANDARD		Language Standards
TOPIC /		Language Standards Vocabulary Acquisition and Use
TOPIC / STANDARD	L.9-10.6	
TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY		Vocabulary Acquisition and Use 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
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /		Vocabulary Acquisition and Use 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.
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD		Vocabulary Acquisition and Use 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 In History/ Social Studies
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY		Vocabulary Acquisition and Use 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 In History/ Social Studies Production and Distribution of Writing CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization,
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / INDICATOR INDICATOR INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Vocabulary Acquisition and Use 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 In History/ Social Studies Production and Distribution of Writing CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

INDICATOR / PROFICIENCY LEVEL	CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

STRAND / TOPIC /	Writing In History/ Social Studies	
STANDARD		

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

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

STRAND / TOPIC / **STANDARD** Writing In History/ Social Studies

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

10.10 a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /
TOPIC /
ST AND ARD

Writing in Science & Technology

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

STRAND /	
TOPIC /	
STANDARD)

Writing in Science & Technology

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

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248
		Maryland College and Career-Ready Standards

Language Arts Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

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

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR /	CCRA R	Read and comprehend complex literary and informational texts independently and proficiently.
PROFICIENCY	10	
PROFICIENCY		College and Career Readiness Anchor Standards for Writing
PROFICIENCY LEVEL STRAND / TOPIC /		
PROFICIENCY LEVEL STRAND / TOPIC / TOPIC /	10	College and Career Readiness Anchor Standards for Writing
PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	10 CCRA.W. 1	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant
PROFICIENCY LEVEL ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	10 CCRA.W. 1 CCRA.W. 2	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
PROFICIENCY LEVEL ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	10 CCRA.W. 1 CCRA.W. 2 CCRA.W.	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details
PROFICIENCY LEVEL ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL ST RAND / TOPIC /	10 CCRA.W. 1 CCRA.W. 2 CCRA.W.	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR /	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
PROFICIENCY	3	for meaning or style, and to comprehend more fully when reading or listening.
LEVEL		

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

band independently and proficiently.

TOPIC / Text Types and Purposes INDICATOR INDICATOR / W.9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information PROFICIENCY 10.2 clearly and accurately through the effective selection, organization, and analysis of content. LEVEL OBJECTIVE W.9-Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 10.2.a comprehension. OBJECTIVE W.9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.2.b other information and examples appropriate to the audience's knowledge of the topic. OBJECTIVE W.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.2.d OBJECTIVE W.9-Provide a concluding statement or section that follows from and supports the information or explanation presented 10.2.f (e.g., articulating implications or the significance of the topic). STRAND / Writing Standards

TOPIC / STANDARD

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	W.9- 10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	W.9- 10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	W.9- 10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND /		Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

TOPIC / **Text Types and Purposes** INDICATOR INDICATOR / CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and PROFICIENCY information clearly and accurately through the effective selection, organization, and analysis of LEVEL content. OBJECTIVE WHST.9-Write informative/explanatory texts, including the narration of historical events, scientific 10.2 procedures/experiments, or technical processes. **EXPECTATION** WHST.9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.2.b other information and examples appropriate to the audience's knowledge of the topic. **EXPECTATION** WHST.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style 10.2.d appropriate to the discipline and context as well as to the expertise of likely readers. EXPECTATION WHST.9-Provide a concluding statement or section that follows from and supports the information or explanation presented 10.2.f (e.g., articulating implications or the significance of the topic). STRAND / Writing In History/ Social Studies TOPIC / ST AND ARD TOPIC / Production and Distribution of Writing INDICATOR INDICATOR / CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, PROFICIENCY and style are appropriate to task, purpose, and audience. LEVEL OBJECTIVE WHST.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.4 purpose, and audience. STRAND / Writing In History/ Social Studies

TOPIC / STANDARD

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

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Writing in Science & Technology

STRAND / TOPIC / **ST AND ARD**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STRAND / TOPIC /

Writing in Science & Technology

STANDARD

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

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

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

LEVEL

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276

Maryland College and Career-Ready Standards

Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

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

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
PROFICIENCY		College and Career Readiness Anchor Standards for Writing
PROFICIENCY LEVEL STRAND / TOPIC /		
PROFICIENCY LEVEL STRAND / TOPIC / TOPIC /	10	College and Career Readiness Anchor Standards for Writing
PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	10 CCRA.W. 1	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant
PROFICIENCY LEVEL ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	10 CCRA.W. 1 CCRA.W. 2	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
PROFICIENCY LEVEL ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	10 CCRA.W. 1 CCRA.W. 2 CCRA.W.	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details
PROFICIENCY LEVEL ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL ST RAND / TOPIC /	10 CCRA.W. 1 CCRA.W. 2 CCRA.W.	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR /	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
PROFICIENCY	3	for meaning or style, and to comprehend more fully when reading or listening.
LEVEL		

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
ST RAND / TOPIC / ST ANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

band independently and proficiently.

TOPIC / Text Types and Purposes INDICATOR INDICATOR / W.9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information PROFICIENCY 10.2 clearly and accurately through the effective selection, organization, and analysis of content. LEVEL OBJECTIVE W.9-Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 10.2.a comprehension. OBJECTIVE W.9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.2.b other information and examples appropriate to the audience's knowledge of the topic. OBJECTIVE W.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.2.d OBJECTIVE W.9-Provide a concluding statement or section that follows from and supports the information or explanation presented 10.2.f (e.g., articulating implications or the significance of the topic). STRAND / Writing Standards

TOPIC / STANDARD

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	W.9- 10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	W.9- 10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	W.9- 10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

TOPIC / **Text Types and Purposes** INDICATOR INDICATOR / CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and PROFICIENCY information clearly and accurately through the effective selection, organization, and analysis of LEVEL content. OBJECTIVE WHST.9-Write informative/explanatory texts, including the narration of historical events, scientific 10.2 procedures/experiments, or technical processes. **EXPECTATION** WHST.9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.2.b other information and examples appropriate to the audience's knowledge of the topic. **EXPECTATION** WHST.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style 10.2.d appropriate to the discipline and context as well as to the expertise of likely readers. **EXPECTATION** WHST.9-Provide a concluding statement or section that follows from and supports the information or explanation presented 10.2.f (e.g., articulating implications or the significance of the topic). STRAND / Writing In History/ Social Studies TOPIC / **STANDARD** TOPIC / Production and Distribution of Writing INDICATOR INDICATOR / CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, PROFICIENCY and style are appropriate to task, purpose, and audience. LEVEL OBJECTIVE WHST.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.4 purpose, and audience.

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Writing In History/ Social Studies

STANDARD

TOPIC / Production and Distribution of Writing INDICATOR INDICATOR / CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to PROFICIENCY interact and collaborate with others. LEVEL OBJECTIVE WHST.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking 10.6 advantage of technology's capacity to link to other information and to display information flexibly and dynamically. STRAND / Writing In History/ Social Studies TOPIC / **STANDARD** TOPIC / **Research to Build and Present Knowledge** INDICATOR INDICATOR / CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess PROFICIENCY the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. LEVEL **OBJECTIVE** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; WHST.9-10.8

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

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

a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Writing in Science & Technology

STRAND / TOPIC / **ST AND ARD**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STRAND / TOPIC /

Writing in Science & Technology

STANDARD

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

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

10.6

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

LEVEL

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

Maryland College and Career-Ready Standards

Language Arts

Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)

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

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR /	CCRA R	Read and comprehend complex literary and informational texts independently and proficiently.
PROFICIENCY	10	
PROFICIENCY		College and Career Readiness Anchor Standards for Writing
PROFICIENCY LEVEL STRAND / TOPIC /		
PROFICIENCY LEVEL STRAND / TOPIC / TOPIC /	10	College and Career Readiness Anchor Standards for Writing
PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	10 CCRA.W. 1	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant
PROFICIENCY LEVEL ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	10 CCRA.W. 1 CCRA.W. 2	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
PROFICIENCY LEVEL ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	10 CCRA.W. 1 CCRA.W. 2 CCRA.W.	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details
PROFICIENCY LEVEL ST RAND / TOPIC / ST ANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL ST RAND / TOPIC /	10 CCRA.W. 1 CCRA.W. 2 CCRA.W.	College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR /	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
PROFICIENCY	3	for meaning or style, and to comprehend more fully when reading or listening.
LEVEL		

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.9- 10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

band independently and proficiently.

TOPIC / Text Types and Purposes INDICATOR INDICATOR / W.9-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information PROFICIENCY 10.2 clearly and accurately through the effective selection, organization, and analysis of content. LEVEL OBJECTIVE W.9-Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 10.2.a comprehension. OBJECTIVE W.9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.2.b other information and examples appropriate to the audience's knowledge of the topic. OBJECTIVE W.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic. 10.2.d OBJECTIVE W.9-Provide a concluding statement or section that follows from and supports the information or explanation presented 10.2.f (e.g., articulating implications or the significance of the topic). STRAND / Writing Standards

TOPIC / STANDARD

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.3	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and wellstructured event sequences.
OBJECTIVE	W.9- 10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.9- 10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
OBJECTIVE	W.9- 10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	W.9- 10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	W.9- 10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.9- 10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.9- 10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	SL.9- 10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.9- 10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.9-10.2.c	Spell correctly.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	L.9- 10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.9- 10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.9- 10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

TOPIC / **Text Types and Purposes** INDICATOR INDICATOR / CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and PROFICIENCY information clearly and accurately through the effective selection, organization, and analysis of LEVEL content. OBJECTIVE WHST.9-Write informative/explanatory texts, including the narration of historical events, scientific 10.2 procedures/experiments, or technical processes. **EXPECTATION** WHST.9-Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.2.b other information and examples appropriate to the audience's knowledge of the topic. **EXPECTATION** WHST.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style 10.2.d appropriate to the discipline and context as well as to the expertise of likely readers. **EXPECTATION** WHST.9-Provide a concluding statement or section that follows from and supports the information or explanation presented 10.2.f (e.g., articulating implications or the significance of the topic). Writing In History/ Social Studies STRAND / TOPIC / ST AND ARD TOPIC / Production and Distribution of Writing INDICATOR INDICATOR / CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, PROFICIENCY and style are appropriate to task, purpose, and audience. LEVEL OBJECTIVE WHST.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.4 purpose, and audience.

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STANDARD

Writing In History/ Social Studies

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

TOPIC /
INDICATORResearch to Build and Present KnowledgeINDICATOR /
PROFICIENCY
LEVELCCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess
the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.OBJECTIVEWHST.9-
10.8Gather 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.

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

a day or two) for a range of discipline-specific tasks, purposes, and audiences.

10.10

Writing in Science & Technology

STRAND / TOPIC / **STANDARD**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
EXPECTATION	WHST.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9- 10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STRAND / TOPIC /

Writing in Science & Technology

STANDARD

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR /		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to

CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to PROFICIENCY interact and collaborate with others.

OBJECTIVE

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

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281
		Maryland College and Career-Ready Standards Language Arts
		Grade 10 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes

INDIOAT ON		
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND /		College and Career Readiness Anchor Standards for Writing

TOPIC / STANDARD		
TOPIC / INDICATOR	Production and Distribution of Writing	

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.9- 10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	W.9- 10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.9- 10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.9- 10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9- 10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.9-10.6	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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

 EXPECTATION
 WHST.9 Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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

10.4 purpose, and audience.

Writing In History/ Social Studies

Writing in Science & Technology

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

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

STRAND / TOPIC / STANDARD

LEVEL

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TOPIC /
                           Text Types and Purposes
INDICATOR
INDICATOR /
                            CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and
PROFICIENCY
                            information clearly and accurately through the effective selection, organization, and analysis of
LEVEL
                            content.
OBJECTIVE
                 WHST.9- Write informative/explanatory texts, including the narration of historical events, scientific
                 10.2
                            procedures/experiments, or technical processes.
EXPECTATION
                 WHST.9-
                           Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
                 10.2.b
                            other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION
                 WHST.9-
                           Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style
                 10.2.d
                           appropriate to the discipline and context as well as to the expertise of likely readers.
STRAND /
                           Writing in Science & Technology
TOPIC /
STANDARD
TOPIC /
                           Production and Distribution of Writing
INDICATOR
INDICATOR /
                            CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization,
PROFICIENCY
                            and style are appropriate to task, purpose, and audience.
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OBJECTIVE	WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.