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
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.

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.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / PROFICIENCY LEVEL	CCRA.SL.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.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.SL.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.
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		**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.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVE	WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 7 Conduct short and well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STRAND / TOPIC / STANDARD		Writing In History/ Social Studies
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL		CCR Anchor Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

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

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

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

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

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

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

UNIT 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 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 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.) |

| 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.

STRAND / TOPIC / STANDARD		**Language Standards**

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

OBJECTIVE	L.9-10.2.c	Spell correctly.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L.9-10.4**	**Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**

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

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

STRAND / TOPIC / STANDARD		**Language Standards**

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

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

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

OBJECTIVE	RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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

TOPIC / INDICATOR		**Craft and Structure**

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

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

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

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

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

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

STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

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

STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / 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

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. 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.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / PROFICIENCY LEVEL	CCRA.SL.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.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.SL.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- 10.2	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		Speaking and Listening Standards
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	SL.9- 10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		**Conventions of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.9-10.2**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.9-10.2.c	Spell correctly.

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

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**

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

STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

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

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

STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

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

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

STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

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

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

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

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

TOPIC / INDICATOR		Production and Distribution of Writing

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

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

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

STRAND / TOPIC / STANDARD		**Language Standards**
TOPIC / INDICATOR		**Conventions of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.9-10.2**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.9-10.2.c	Spell correctly.

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

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

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

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

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

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

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

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

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

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

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

UNIT 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**

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.

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.

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.
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.

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

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

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

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

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

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

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

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

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

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

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

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

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

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

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

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

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

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

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

UNIT 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.

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 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 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		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	Writing In History/ Social Studies

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

STRAND / TOPIC / STANDARD	Writing In History/ Social Studies

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

STRAND / TOPIC / STANDARD	Writing In History/ Social Studies

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

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

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

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

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

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

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

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

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

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

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

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.

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.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**
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.9-10.2.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.

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 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 8 Page 91-100

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.

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.

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.

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		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.

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

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

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

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

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

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

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

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

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

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.
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.9-10.2.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
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.9-10.2.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.

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.
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.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.

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

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

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

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

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

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

UNIT 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 / 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. 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.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.**
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.

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

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

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

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

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

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

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

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

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

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

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

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

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.9-10.2**	**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.

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

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

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

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology
TOPIC / INDICATOR		Text Types and Purposes

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

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

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

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

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

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

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

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

| OBJECTIVE | WHST.9-10.9 | 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 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142 |

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 / 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- 10.2	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.

STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

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

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

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

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

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

EXPECTATION	WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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

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

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

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

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

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

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		**Production and Distribution of Writing**

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

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

STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Range of Writing**
INDICATOR / PROFICIENCY LEVEL	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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

OBJECTIVE	L.9-10.2.c	Spell correctly.

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

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

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

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

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

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

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

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

STRAND / TOPIC / STANDARD		**Writing in Science & Technology**
TOPIC / INDICATOR		**Text Types and Purposes**

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

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

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

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

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

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 / 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		**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 / INDICATOR		**Production and Distribution of Writing**

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

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

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

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

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

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

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

UNIT 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 / 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 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		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.
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		**Reading Informational Text Standards**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STRAND / TOPIC / STANDARD		**Reading Informational Text Standards**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	W.9-10.4	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		**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		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL		**CCR Anchor Standard 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

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

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

TOPIC / INDICATOR		**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 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.

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

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

STRAND / TOPIC / STANDARD		**Writing Standards**

TOPIC / INDICATOR		**Production and Distribution of Writing**

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

STRAND / TOPIC / STANDARD		**Writing Standards**

TOPIC / INDICATOR		**Research to Build and Present Knowledge**

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

STRAND / TOPIC / STANDARD		**Writing Standards**

TOPIC / INDICATOR		**Range of Writing**

INDICATOR / PROFICIENCY LEVEL	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND / TOPIC / STANDARD		**Language Standards**

TOPIC / INDICATOR		**Conventions of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.9-10.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

OBJECTIVE	L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		**Conventions of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L.9-10.2**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
OBJECTIVE	L.9-10.2.c	Spell correctly.

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

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

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

STRAND / TOPIC / STANDARD		Reading in History/ Social Studies
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL		**CCR Anchor Standard 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 / 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.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
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.

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- 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.9-10.1.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.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
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 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 / 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 / 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.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.

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 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 / 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 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.
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 / 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.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.

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

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

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

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

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

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

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

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

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

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

UNIT 9: FORMAL CRITIQUE Week 20 Page 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	**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 / 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 / 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		**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).

STRAND / TOPIC / STANDARD		Language Standards

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

STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

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

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

STRAND / TOPIC / STANDARD		Writing In History/ Social Studies

TOPIC / INDICATOR		Production and Distribution of Writing

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

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

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

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

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

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

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

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

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

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

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		**Production and Distribution of Writing**

INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Range of Writing**
INDICATOR / PROFICIENCY LEVEL	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		**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		Writing In History/ Social Studies
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL		**CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
OBJECTIVE	**WHST.9-10.2**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
EXPECTATION	WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

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

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

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

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

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

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

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

STRAND / TOPIC / STANDARD		Writing in Science & Technology

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

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

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

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

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

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		**Production and Distribution of Writing**

INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Range of Writing**
INDICATOR / PROFICIENCY LEVEL	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		**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		Writing In History/ Social Studies
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL		**CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
OBJECTIVE	WHST.9-10.2	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
EXPECTATION	WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

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

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

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

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

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

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

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

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

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

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

STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		**Production and Distribution of Writing**

INDICATOR / PROFICIENCY LEVEL	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
INDICATOR / PROFICIENCY LEVEL	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / TOPIC / STANDARD		**Writing Standards**
TOPIC / INDICATOR		**Range of Writing**
INDICATOR / PROFICIENCY LEVEL	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		**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		Writing In History/ Social Studies
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL		**CCR Anchor Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
OBJECTIVE	WHST.9-10.2	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
EXPECTATION	WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION	WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

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

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

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

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

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

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

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

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

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

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

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

UNIT 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**

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.

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.9-10.2.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		**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		**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.