

Structure and Style for Students

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

Main Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
| CATEGORY / PERFORMANCE INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |

STRAND / DOMAIN

LANGUAGE

| | | |
|----------------------------------|------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.9-D.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. |
| EXPECTATION | L.1.9-D.c. | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable. |

STRAND / DOMAIN

LANGUAGE

| | | |
|----------------------------------|-----------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.2.9-Diploma.d | Spell correctly. |

STRAND / DOMAIN

LANGUAGE

| | | |
|----------------------------------|--|------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
|----------------------------------|--|------------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | 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. |
|-----------------|-------------|--|

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
Diploma.a task.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
Diploma.b of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|--|---------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |
|-----------------|-------------|---|

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|--|---------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |
|-----------------|-------------|---|

EXPECTATION L.5.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|--|---------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|-----------------|-------------|--|

EXPECTATION L.6.9- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
Diploma. 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 /
DOMAIN****SPEAKING AND LISTENING**

| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
|---|----------------------|---|
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |
| EXPECTATION | SL.1.9- Diploma.a | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.1.9- Diploma.b | 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. |
| EXPECTATION | SL.1.9- Diploma.c | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

**STRAND /
DOMAIN****SPEAKING AND LISTENING**

| CATEGORY / PERFORMANCE INDICATOR | | Presentation of Knowledge and Ideas |
|---|----------------------|---|
| STANDARD | SL.3: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |
| EXPECTATION | SL.3.9- Diploma.b | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| EXPECTATION | SL.3.9- Diploma.c | Use appropriate eye contact, adequate volume, and clear pronunciation. |

**STRAND /
DOMAIN****SPEAKING AND LISTENING**

| CATEGORY / PERFORMANCE INDICATOR | | Presentation of Knowledge and Ideas |
|---|---------------------|---|
| STANDARD | SL.4: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |
| EXPECTATION | SL.4.9- Diploma. | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. |

**STRAND /
DOMAIN****READING**

| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|---|-------------|--|
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|----------------|--|
| EXPECTATION | R.4.9-Diploma. | Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity. |
|-------------|----------------|--|

STRAND / DOMAIN

READING

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN

READING

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN

READING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.a | Analyze the organization and structure of specific features and components in various texts |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.b | Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. |
|-------------|-----------------|---|

STRAND / DOMAIN

READING

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.b | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. |
| EXPECTATION | W.1.9-Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|-----------------|---|

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

**Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020**

STRAND / DOMAIN **Guiding Principles**

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
| CATEGORY / PERFORMANCE INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|------------|--|
| EXPECTATION | L.1.9-D.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. |
|-------------|------------|--|

| | | |
|-------------|------------|---|
| EXPECTATION | L.1.9-D.c. | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable. |
|-------------|------------|---|

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|-----------------|------------------|
| EXPECTATION | L.2.9-Diploma.d | Spell correctly. |
|-------------|-----------------|------------------|

STRAND / DOMAIN **LANGUAGE**

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.a | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.b | 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. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.1.9-Diploma.c | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|------------------|--|

STRAND / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Presentation of Knowledge and Ideas |
| STANDARD | SL.3: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.3.9-Diploma.b | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
|-------------|------------------|--|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.3.9-Diploma.c | Use appropriate eye contact, adequate volume, and clear pronunciation. |
|-------------|------------------|--|

STRAND / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Presentation of Knowledge and Ideas |
| STANDARD | SL.4: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | SL.4.9-Diploma. | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|--|------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|---|--|------------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |
|-----------------|-------------|--|

EXPECTATION R.4.9- Diploma. Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

STRAND / DOMAIN

READING

| | | |
|---|--|------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|---|--|------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |
|-----------------|-------------|---|

EXPECTATION R.5.9- Diploma.a Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

EXPECTATION R.5.9- Diploma.b Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

STRAND / DOMAIN

READING

| | | |
|---|--|----------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|---|--|----------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------|-------------|---|

EXPECTATION R.7.9- Diploma. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

STRAND / DOMAIN

READING

| | | |
|---|--|----------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|---|--|----------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |
|-----------------|-------------|--|

EXPECTATION R.8.9- Diploma.a Analyze the organization and structure of specific features and components in various texts

EXPECTATION R.8.9- Diploma.b Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.

STRAND / DOMAIN

READING

| | | |
|---|--|----------------|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
|---|--|----------------|

| | | |
|-----------------|--------------|---|
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |
|-----------------|--------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

EXPECTATION W.1.9-Diploma.b Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.

EXPECTATION W.1.9-Diploma.c Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

EXPECTATION W.2.9-Diploma.a Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

EXPECTATION W.2.9-Diploma.b Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

EXPECTATION W.3.9-Diploma.a Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.3.9-Diploma.d | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |
|-------------|-----------------|--|

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

**Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020**

STRAND / DOMAIN **Guiding Principles**

| | | |
|----------------------------------|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|----------------------------------|----|--|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
|----------------------------------|----|---|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |
|----------------------------------|----|---|

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|------------|--|
| EXPECTATION | L.1.9-D.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. |
|-------------|------------|--|

| | | |
|-------------|------------|---|
| EXPECTATION | L.1.9-D.c. | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable. |
|-------------|------------|---|

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|-----------------|------------------|
| EXPECTATION | L.2.9-Diploma.d | Spell correctly. |
|-------------|-----------------|------------------|

STRAND / DOMAIN **LANGUAGE**

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.a | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.b | 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. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.1.9-Diploma.c | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|------------------|--|

STRAND / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Presentation of Knowledge and Ideas |
| STANDARD | SL.3: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.3.9-Diploma.b | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
|-------------|------------------|--|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.3.9-Diploma.c | Use appropriate eye contact, adequate volume, and clear pronunciation. |
|-------------|------------------|--|

STRAND / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Presentation of Knowledge and Ideas |
| STANDARD | SL.4: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | SL.4.9-Diploma. | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|--|------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|---|--|------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |
|-----------------|-------------|---|

EXPECTATION R.5.9- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
Diploma.a

EXPECTATION R.5.9- Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.
Diploma.b

STRAND / DOMAIN **READING**

| | | |
|---|--|------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|---|--|------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | R.6: | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|-----------------|-------------|---|

EXPECTATION R.6.9- Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).
Diploma.

STRAND / DOMAIN **READING**

| | | |
|---|--|----------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|---|--|----------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------|-------------|---|

EXPECTATION R.7.9- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
Diploma.

STRAND / DOMAIN **READING**

| | | |
|---|--|----------------|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
|---|--|----------------|

| | | |
|-----------------|--------------|---|
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |
|-----------------|--------------|---|

EXPECTATION R.12.9- Read with sufficient accuracy and fluency to support comprehension.
Diploma.a

EXPECTATION R.12.9- Read various on-level texts with purpose and understanding.
Diploma.b

EXPECTATION R.12.9- Use context to confirm or self-correct word recognition.
Diploma.c

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

EXPECTATION W.2.9-Diploma.a Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

EXPECTATION W.2.9-Diploma.b Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

STRAND / DOMAIN WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

EXPECTATION W.3.9-Diploma.a Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

EXPECTATION W.3.9-Diploma.b Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

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

**Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020**

STRAND / DOMAIN Guiding Principles

CATEGORY / PERFORMANCE INDICATOR A. Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR B. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

CATEGORY / PERFORMANCE INDICATOR D. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN LANGUAGE

| | | |
|---|--|--|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
|---|--|--|

| | | |
|-----------------|-------------|---|
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-----------------|-------------|---|

EXPECTATION L.1.9-D.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 / DOMAIN

LANGUAGE

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9-
Diploma.d
.

STRAND / DOMAIN

LANGUAGE

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9-
Diploma.b
.

Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STRAND / DOMAIN

LANGUAGE

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9-
Diploma.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.

EXPECTATION L.4.9-
Diploma.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 / DOMAIN

LANGUAGE

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.5.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.a | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.b | 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. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.1.9-Diploma.c | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|------------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.6: | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|-------------|----------------|--|
| EXPECTATION | R.6.9-Diploma. | Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts). |
|-------------|----------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |
|-------------|------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|-----------------|---|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|-----------------|---|

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

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

| | | |
|----------------------------------|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|----------------------------------|----|--|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
|----------------------------------|----|---|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |
|----------------------------------|----|---|

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|--|--|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
|---|--|--|

| | | |
|-----------------|-------------|---|
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-----------------|-------------|---|

| | | |
|-------------|------------|--|
| EXPECTATION | L.1.9-D.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. |
|-------------|------------|--|

EXPECTATION L.1.9-D.c. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9-
Diploma.d Spell correctly.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9-
Diploma.a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.

EXPECTATION L.3.9-
Diploma.b Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9-
Diploma.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.

EXPECTATION L.4.9-
Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.5.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.a | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.b | 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. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.1.9-Diploma.c | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|------------------|--|

STRAND / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Presentation of Knowledge and Ideas |
| STANDARD | SL.3: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.3.9-Diploma.b | Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
|-------------|------------------|--|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.3.9-Diploma.c | Use appropriate eye contact, adequate volume, and clear pronunciation. |
|-------------|------------------|--|

STRAND / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Presentation of Knowledge and Ideas |
| STANDARD | SL.4: | Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | SL.4.9-Diploma. | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|----------------|--|
| EXPECTATION | R.4.9-Diploma. | Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity. |
|-------------|----------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.a | Analyze the organization and structure of specific features and components in various texts |
| | . | |

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.b | Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. |
| | . | |

STRAND / DOMAIN **READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
| | . | |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
| | . | |

| | | |
|-------------|------------------|--|
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |
| | . | |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.b | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. |
| | . | |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
| | . | |

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
| | . | |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

EXPECTATION W.2.9-Diploma.a Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

EXPECTATION W.2.9-Diploma.b Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

STRAND / DOMAIN WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

EXPECTATION W.3.9-Diploma.a Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

EXPECTATION W.3.9-Diploma.b Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

EXPECTATION W.3.9-Diploma.d Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.

EXPECTATION W.3.9-Diploma.e Provide closure that enhances, supports, and reflects the purpose of the piece.

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

**Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020**

STRAND / DOMAIN Guiding Principles

CATEGORY / PERFORMANCE INDICATOR A. Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR B. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

STRAND / DOMAIN LANGUAGE

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9- Spell correctly.
Diploma.d

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
Diploma.a task.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
Diploma.b of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9- Diploma.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.

EXPECTATION L.5.9- Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

EXPECTATION L.6.9- Diploma. 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 / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION R.4.9- Diploma. Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

EXPECTATION R.5.9- Diploma.a Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

EXPECTATION R.5.9- Diploma.b Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION R.7.9- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
Diploma.

STRAND / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |

EXPECTATION R.8.9- Analyze the organization and structure of specific features and components in various texts
Diploma.a

EXPECTATION R.8.9- Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
Diploma.b

STRAND / DOMAIN **READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

EXPECTATION R.12.9- Read with sufficient accuracy and fluency to support comprehension.
Diploma.a

EXPECTATION R.12.9- Read various on-level texts with purpose and understanding.
Diploma.b

EXPECTATION R.12.9- Use context to confirm or self-correct word recognition.
Diploma.c

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

EXPECTATION W.1.9- Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
Diploma.b

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.1.9- Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|--|
| EXPECTATION | W.1.9- Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|---------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|-------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
|---|--|-------------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |
|-----------------|-------------|--|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.2.9- Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.2.9- Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|---------------------|---|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |
|-----------------|-------------|--|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.3.9- Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.3.9- Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|--|
| EXPECTATION | W.3.9- Diploma.d | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |
|-------------|---------------------|--|

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

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

| | | |
|---|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|---|----|--|

CATEGORY / PERFORMANCE INDICATOR B. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9- Diploma.d Spell correctly.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Diploma.a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.

EXPECTATION L.3.9- Diploma.b Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- Diploma.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.

| | | |
|---|-----------------|---|
| EXPECTATION | L.4.9-Diploma.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 / DOMAIN | | LANGUAGE |
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9-Diploma.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.

EXPECTATION L.5.9-Diploma.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 / DOMAIN | | LANGUAGE |
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

EXPECTATION L.6.9-Diploma. 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 / DOMAIN | | READING |
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION R.4.9-Diploma. Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

| | | |
|---|-------------|---|
| STRAND / DOMAIN | | READING |
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

EXPECTATION R.5.9-Diploma.a Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |
|-------------|------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|-----------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|-----------------|---|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.3.9-Diploma.d | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |
|-------------|-----------------|--|

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

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

| | | |
|----------------------------------|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|----------------------------------|----|--|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
|----------------------------------|----|---|

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|--|--|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
|---|--|--|

| | | |
|-----------------|-------------|---|
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-----------------|-------------|---|

| | | |
|-------------|------------|--|
| EXPECTATION | L.1.9-D.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 /
DOMAIN****LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9- Spell correctly.
Diploma.d

**STRAND /
DOMAIN****LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
Diploma.a task.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
Diploma.b of complex texts when reading.

**STRAND /
DOMAIN****LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN****LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |
|-------------|------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|-----------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|-------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
|---|--|-------------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|-----------------|---|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|-----------------|---|

STRAND / DOMAIN **Guiding Principles**

| | | |
|----------------------------------|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|----------------------------------|----|--|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
|----------------------------------|----|---|

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|------------|--|
| EXPECTATION | L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|-----------------|------------------|
| EXPECTATION | L.2.9-Diploma.d | Spell correctly. |
|-------------|-----------------|------------------|

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.3.9-Diploma.a | Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.3.9-Diploma.b | Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|-------------|-----------------|--|

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- 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.
Diploma.a

EXPECTATION L.4.9- 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).
Diploma.d

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9- 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.
Diploma.a

EXPECTATION L.5.9- 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).
Diploma.d

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

EXPECTATION L.6.9- 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.
Diploma.

**STRAND /
DOMAIN** **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION R.4.9- Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
Diploma.

**STRAND /
DOMAIN** **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|----------------------------------|------|--|
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

EXPECTATION R.5.9-Diploma.a Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

EXPECTATION R.5.9-Diploma.b Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|----------------------------------|------|--|
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION R.7.9-Diploma. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
|----------------------------------|-------|--|
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

EXPECTATION R.12.9-Diploma.a Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.9-Diploma.b Read various on-level texts with purpose and understanding.

EXPECTATION R.12.9-Diploma.c Use context to confirm or self-correct word recognition.

STRAND / DOMAIN **WRITING**

| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
|----------------------------------|------|---|
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

EXPECTATION W.1.9-Diploma.d Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

**STRAND /
DOMAIN**

WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

EXPECTATION W.2.9- Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or
Diploma.a trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

EXPECTATION W.2.9- Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic
Diploma.b writing products.

**STRAND /
DOMAIN**

WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

EXPECTATION W.3.9- Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized
Diploma.a to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

EXPECTATION W.3.9- Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most
Diploma.b significant details.

EXPECTATION W.3.9- Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships
Diploma.c among increasingly complex ideas.

EXPECTATION W.3.9- Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
Diploma.d

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

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

**STRAND /
DOMAIN**

Guiding Principles

| | | |
|---|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |

CATEGORY / PERFORMANCE INDICATOR D. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9-Diploma.d Spell correctly.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9-Diploma.a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.

EXPECTATION L.3.9-Diploma.b Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9-Diploma.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.

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.4.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.5.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.a | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.b | 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. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.1.9-Diploma.c | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|------------------|--|

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|----------------------------------|------|---|
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION R.4.9-Diploma. Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|----------------------------------|------|--|
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

EXPECTATION R.5.9-Diploma.a. Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

EXPECTATION R.5.9-Diploma.b. Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|----------------------------------|------|--|
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION R.7.9-Diploma. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|----------------------------------|------|---|
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |

EXPECTATION R.8.9-Diploma.a. Analyze the organization and structure of specific features and components in various texts

EXPECTATION R.8.9-Diploma.b. Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.

STRAND / DOMAIN **READING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.a | Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question. |
| EXPECTATION | R.11.9-Diploma.b | Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| EXPECTATION | R.11.9-Diploma.c | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives. |

STRAND / DOMAIN **READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.b | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. |
| EXPECTATION | W.1.9-Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |

| | | |
|-------------|--------------------------|--|
| EXPECTATION | W.1.9- Diploma.d . | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|--------------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

| | | |
|-------------|--------------------------|---|
| EXPECTATION | W.2.9- Diploma.a . | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|--------------------------|---|

| | | |
|-------------|--------------------------|---|
| EXPECTATION | W.2.9- Diploma.b . | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|--------------------------|---|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

| | | |
|-------------|--------------------------|---|
| EXPECTATION | W.3.9- Diploma.a . | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|--------------------------|---|

| | | |
|-------------|--------------------------|---|
| EXPECTATION | W.3.9- Diploma.b . | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|--------------------------|---|

| | | |
|-------------|--------------------------|--|
| EXPECTATION | W.3.9- Diploma.d . | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |
|-------------|--------------------------|--|

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

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

| | | |
|---|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|---|----|--|

| | | |
|---|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
|---|----|---|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
| CATEGORY / PERFORMANCE INDICATOR | E. | An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. |

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9- Spell correctly.
Diploma.d

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
Diploma.a task.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
Diploma.b of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.4.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.4.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.5.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|----------------|--|
| EXPECTATION | R.4.9-Diploma. | Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity. |
|-------------|----------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.a | Analyze the organization and structure of specific features and components in various texts |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.b | Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.a | Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question. |
|-------------|------------------|--|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.b | Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|-------------|------------------|--|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.c | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives. |
|-------------|------------------|--|

**STRAND /
DOMAIN****READING**

| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
|-------------------------------------|------------------|---|
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |

**STRAND /
DOMAIN****WRITING**

| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
|-------------------------------------|-----------------|--|
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |
| EXPECTATION | W.1.9-Diploma.b | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. |
| EXPECTATION | W.1.9-Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |

**STRAND /
DOMAIN****WRITING**

| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
|-------------------------------------|-----------------|---|
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |

**STRAND /
DOMAIN****WRITING**

| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
|--|---------------------|---|
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |
| EXPECTATION | W.3.9- Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
| EXPECTATION | W.3.9- Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
| EXPECTATION | W.3.9- Diploma.d | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |

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

Maine Learning Results**Language Arts**

Grade 10 - Adopted: 2020

**STRAND /
DOMAIN****Guiding Principles**

| | | |
|--|----|---|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
| CATEGORY / PERFORMANCE INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
| CATEGORY / PERFORMANCE INDICATOR | E. | An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. |

**STRAND /
DOMAIN****LANGUAGE**

| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
|--|-------------|--|
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.9-D.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 /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|---|
| CATEGORY / PERFORMANC E INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9- Spell correctly.
Diploma.d
.

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|--|
| CATEGORY / PERFORMANC E INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
Diploma.a task.
.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
Diploma.b of complex texts when reading.
.

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|---|
| CATEGORY / PERFORMANC E INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.
.

EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).
.

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|---|
| CATEGORY / PERFORMANC E INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.
.

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|----------------|--|
| EXPECTATION | R.4.9-Diploma. | Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity. |
|-------------|----------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

**STRAND /
DOMAIN****READING**

| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|--|---------------------|--|
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |
| EXPECTATION | R.8.9- Diploma.a | Analyze the organization and structure of specific features and components in various texts |
| | . | |

| | | |
|-------------|---------------------|---|
| EXPECTATION | R.8.9- Diploma.b | Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. |
| | . | |

**STRAND /
DOMAIN****READING**

| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
|--|----------------------|--|
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |
| EXPECTATION | R.11.9- Diploma.a | Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question. |
| | . | |

| | | |
|-------------|----------------------|--|
| EXPECTATION | R.11.9- Diploma.b | Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| | . | |

| | | |
|-------------|----------------------|--|
| EXPECTATION | R.11.9- Diploma.c | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives. |
| | . | |

**STRAND /
DOMAIN****READING**

| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
|--|----------------------|---|
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |
| EXPECTATION | R.12.9- Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
| | . | |

| | | |
|-------------|----------------------|---|
| EXPECTATION | R.12.9- Diploma.b | Read various on-level texts with purpose and understanding. |
| | . | |

| | | |
|-------------|----------------------|--|
| EXPECTATION | R.12.9- Diploma.c | Use context to confirm or self-correct word recognition. |
| | . | |

**STRAND /
DOMAIN****WRITING**

| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
|--|---------------------|--|
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |
| EXPECTATION | W.1.9- Diploma.a | Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. |
| EXPECTATION | W.1.9- Diploma.b | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. |
| EXPECTATION | W.1.9- Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
| EXPECTATION | W.1.9- Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |

**STRAND /
DOMAIN****WRITING**

| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
|--|---------------------|---|
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |
| EXPECTATION | W.2.9- Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| EXPECTATION | W.2.9- Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |

**STRAND /
DOMAIN****WRITING**

| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
|--|---------------------|---|
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |
| EXPECTATION | W.3.9- Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
| EXPECTATION | W.3.9- Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.3.9-Diploma.d | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |
|-------------|-----------------|--|

| | | |
|--|--|--|
| UNIT 7: INVENTIVE WRITING Week 13 Page 143-150 | | |
|--|--|--|

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

| | | |
|----------------------------------|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9-Diploma.d Spell correctly.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9-Diploma.a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.

**STRAND /
DOMAIN****LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

EXPECTATION L.6.9- 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.
Diploma.

**STRAND /
DOMAIN****WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

EXPECTATION W.1.9- Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.
Diploma.b

EXPECTATION W.1.9- Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.
Diploma.c

EXPECTATION W.1.9- Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
Diploma.d

**STRAND /
DOMAIN****WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

EXPECTATION W.2.9- Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Diploma.a

EXPECTATION W.2.9- Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.
Diploma.b

**STRAND /
DOMAIN****WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |
|-----------------|-------------|--|

EXPECTATION W.3.9- Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.
Diploma.a

EXPECTATION W.3.9- Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.
Diploma.b

EXPECTATION W.3.9- Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.
Diploma.d

EXPECTATION W.3.9- Provide closure that enhances, supports, and reflects the purpose of the piece.
Diploma.e

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR A. Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR B. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR **Conventions of Standard English**

STANDARD **L.2:** **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION L.2.9- Spell correctly.
Diploma.d

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR **Knowledge of Language**

STANDARD **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.**

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.3.9-Diploma.b | Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|-------------|-----------------|--|

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.4.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.4.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.5.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **READING**

| | | |
|---|--|------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|---|--|------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |
|-----------------|-------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|--|------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|---|--|------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | R.6: | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|-----------------|-------------|---|

| | | |
|-------------|----------------|--|
| EXPECTATION | R.6.9-Diploma. | Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts). |
|-------------|----------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|--|----------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|---|--|----------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------|-------------|---|

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|--|----------------|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
|---|--|----------------|

| | | |
|-----------------|--------------|---|
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |
|-----------------|--------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |
|-------------|------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

EXPECTATION W.2.9- Diploma.a Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

EXPECTATION W.2.9- Diploma.b Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

STRAND / DOMAIN WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

EXPECTATION W.3.9- Diploma.a Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

EXPECTATION W.3.9- Diploma.b Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

EXPECTATION W.3.9- Diploma.d Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

**Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020**

STRAND / DOMAIN Guiding Principles

CATEGORY / PERFORMANCE INDICATOR B. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

CATEGORY / PERFORMANCE INDICATOR C. A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY / PERFORMANCE INDICATOR E. An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN LANGUAGE

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
Diploma.a task.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
Diploma.b of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

| | | |
|-------------|----------------|--|
| EXPECTATION | R.4.9-Diploma. | Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity. |
|-------------|----------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.6: | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|-------------|----------------|--|
| EXPECTATION | R.6.9-Diploma. | Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts). |
|-------------|----------------|--|

**STRAND /
DOMAIN****READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION R.7.9- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
Diploma.

**STRAND /
DOMAIN****READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |

EXPECTATION R.8.9- Analyze the organization and structure of specific features and components in various texts
Diploma.a

EXPECTATION R.8.9- Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
Diploma.b

**STRAND /
DOMAIN****READING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

EXPECTATION R.11.9- Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
Diploma.a

EXPECTATION R.11.9- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
Diploma.c

**STRAND /
DOMAIN****READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

EXPECTATION R.12.9- Read with sufficient accuracy and fluency to support comprehension.
Diploma.a

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |
|-------------|------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.a | Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.b | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|-----------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|-------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
|---|--|-------------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|-----------------|---|

STRAND / DOMAIN **Guiding Principles**

| | | |
|---|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|---|----|--|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
| CATEGORY / PERFORMANCE INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
| CATEGORY / PERFORMANCE INDICATOR | E. | An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. |

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9- Spell correctly.
Diploma.d

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
Diploma.a task.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
Diploma.b of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- 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.
Diploma.a

EXPECTATION L.4.9- 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).
Diploma.d

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9- 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.
Diploma.a

EXPECTATION L.5.9- 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).
Diploma.d

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

EXPECTATION L.6.9- 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.
Diploma.

**STRAND /
DOMAIN** **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION R.4.9- Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.
Diploma.

**STRAND /
DOMAIN** **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|----------------------------------|------|--|
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|----------------------------------|------|--|
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|----------------------------------|------|---|
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.a | Analyze the organization and structure of specific features and components in various texts |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.b | Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
|----------------------------------|-------|---|
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.a | Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question. |
|-------------|------------------|--|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.b | Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|-------------|------------------|--|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.c | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives. |
|-------------|------------------|--|

STRAND / DOMAIN

READING

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |
|-------------|------------------|--|

STRAND / DOMAIN

WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.a | Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.b | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|-----------------|--|

STRAND / DOMAIN

WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|-----------------|---|

STRAND / DOMAIN

WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.c | Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.3.9-Diploma.d | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.e | Provide closure that enhances, supports, and reflects the purpose of the piece. |
|-------------|-----------------|---|

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

Maine Learning Results

Language Arts

Grade 10 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

| | | |
|----------------------------------|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|----------------------------------|----|--|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
|----------------------------------|----|---|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
|----------------------------------|----|---|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | E. | An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. |
|----------------------------------|----|---|

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|------------|--|
| EXPECTATION | L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|-----------------|------------------|
| EXPECTATION | L.2.9-Diploma.d | Spell correctly. |
|-------------|-----------------|------------------|

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.3.9-Diploma.a | Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.3.9-Diploma.b | Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|-------------|-----------------|--|

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.4.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|---|-----------------|---|
| EXPECTATION | L.4.9-Diploma.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 / DOMAIN | | LANGUAGE |
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9-Diploma.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.

EXPECTATION L.5.9-Diploma.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 / DOMAIN | | LANGUAGE |
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

EXPECTATION L.6.9-Diploma. 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 / DOMAIN | | READING |
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION R.4.9-Diploma. Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

| | | |
|---|-------------|---|
| STRAND / DOMAIN | | READING |
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

EXPECTATION R.5.9-Diploma.a Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN

READING

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN

READING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.a | Analyze the organization and structure of specific features and components in various texts |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.8.9-Diploma.b | Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. |
|-------------|-----------------|---|

STRAND / DOMAIN

READING

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.a | Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question. |
|-------------|------------------|--|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.b | Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|-------------|------------------|--|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.c | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives. |
|-------------|------------------|--|

STRAND / DOMAIN

READING

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

EXPECTATION R.12.9-Diploma.a Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.9-Diploma.b Read various on-level texts with purpose and understanding.

EXPECTATION R.12.9-Diploma.c Use context to confirm or self-correct word recognition.

STRAND / DOMAIN WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

EXPECTATION W.1.9-Diploma.a Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.

EXPECTATION W.1.9-Diploma.b Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.

EXPECTATION W.1.9-Diploma.c Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.

EXPECTATION W.1.9-Diploma.d Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

STRAND / DOMAIN WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

EXPECTATION W.2.9-Diploma.a Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|-----------------|---|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.c | Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.3.9-Diploma.d | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.e | Provide closure that enhances, supports, and reflects the purpose of the piece. |
|-------------|-----------------|---|

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

| | | |
|----------------------------------|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|----------------------------------|----|--|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
|----------------------------------|----|---|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
|----------------------------------|----|---|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | E. | An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. |
|----------------------------------|----|---|

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|---|
| CATEGORY / PERFORMANC E INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|---|
| CATEGORY / PERFORMANC E INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9- Spell correctly.
Diploma.d

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|--|
| CATEGORY / PERFORMANC E INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
Diploma.a task.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
Diploma.b of complex texts when reading.

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|---|
| CATEGORY / PERFORMANC E INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|---|
| CATEGORY / PERFORMANC E INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN** **LANGUAGE**

| | | |
|--|-------------|--|
| CATEGORY / PERFORMANC E INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

EXPECTATION L.6.9- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
Diploma. 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 /
DOMAIN** **READING**

| | | |
|--|-------------|--|
| CATEGORY / PERFORMANC E INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION R.4.9- Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the
Diploma. text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

**STRAND /
DOMAIN** **READING**

| | | |
|--|-------------|---|
| CATEGORY / PERFORMANC E INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

EXPECTATION R.5.9- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.
Diploma.a

EXPECTATION R.5.9- Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central
Diploma.b idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex
account or analysis.

**STRAND /
DOMAIN****READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION R.7.9- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
Diploma.

**STRAND /
DOMAIN****READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |

EXPECTATION R.8.9- Analyze the organization and structure of specific features and components in various texts
Diploma.a

EXPECTATION R.8.9- Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
Diploma.b

**STRAND /
DOMAIN****READING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

EXPECTATION R.11.9- Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
Diploma.a

EXPECTATION R.11.9- Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Diploma.b

EXPECTATION R.11.9- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
Diploma.c

**STRAND /
DOMAIN****READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.a | Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. |
| EXPECTATION | W.1.9-Diploma.b | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. |
| EXPECTATION | W.1.9-Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.3.9- Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
| EXPECTATION | W.3.9- Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
| EXPECTATION | W.3.9- Diploma.c | Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas. |
| EXPECTATION | W.3.9- Diploma.d | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |
| EXPECTATION | W.3.9- Diploma.e | Provide closure that enhances, supports, and reflects the purpose of the piece. |

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

**STRAND /
DOMAIN**

Guiding Principles

| | | |
|--|----|---|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
| CATEGORY / PERFORMANCE INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
| CATEGORY / PERFORMANCE INDICATOR | E. | An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication. |

**STRAND /
DOMAIN**

LANGUAGE

| | | |
|---|--|--|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
|---|--|--|

| | | |
|-----------------|-------------|---|
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-----------------|-------------|---|

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9- Diploma.d
Spell correctly.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Diploma.a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.

EXPECTATION L.3.9- Diploma.b Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- Diploma.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.

EXPECTATION L.4.9- Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|--|---------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |
|-----------------|-------------|---|

EXPECTATION L.5.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.5.9- 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). Diploma.d

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

EXPECTATION L.6.9- 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. Diploma.

STRAND / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.4: | Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. |

EXPECTATION R.4.9- Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity. Diploma.

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

EXPECTATION R.5.9- Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. Diploma.a

EXPECTATION R.5.9- Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. Diploma.b

STRAND / DOMAIN **READING**

| | | |
|---|--|----------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|---|--|----------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|-----------------|-------------|---|

EXPECTATION R.7.9- Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.
Diploma.

STRAND / DOMAIN

READING

| | | |
|---|--|----------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|---|--|----------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | R.8: | Analyze the structure of various texts, including how the features and components relate to each other and the whole. |
|-----------------|-------------|--|

EXPECTATION R.8.9- Analyze the organization and structure of specific features and components in various texts
Diploma.a

EXPECTATION R.8.9- Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.
Diploma.b

STRAND / DOMAIN

READING

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
|---|--|---|

| | | |
|-----------------|--------------|--|
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |
|-----------------|--------------|--|

EXPECTATION R.11.9- Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.
Diploma.a

EXPECTATION R.11.9- Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Diploma.b

EXPECTATION R.11.9- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.
Diploma.c

STRAND / DOMAIN

READING

| | | |
|---|--|----------------|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
|---|--|----------------|

| | | |
|-----------------|--------------|---|
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |
|-----------------|--------------|---|

EXPECTATION R.12.9- Read with sufficient accuracy and fluency to support comprehension.
Diploma.a

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |
|-------------|------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.a | Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.b | Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.1.9-Diploma.c | Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|-----------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|-------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
|---|--|-------------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|-----------------|---|

STRAND / DOMAIN **WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
| EXPECTATION | W.3.9-Diploma.c | Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas. |
| EXPECTATION | W.3.9-Diploma.d | Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. |
| EXPECTATION | W.3.9-Diploma.e | Provide closure that enhances, supports, and reflects the purpose of the piece. |

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
| CATEGORY / PERFORMANCE INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |

STRAND / DOMAIN

LANGUAGE

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|------------|--|
| EXPECTATION | L.1.9-D.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 / DOMAIN

LANGUAGE

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9- Spell correctly.
Diploma.d

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9- Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing
Diploma.a task.

EXPECTATION L.3.9- Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study
Diploma.b of complex texts when reading.

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.a | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.b | 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. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.1.9-Diploma.c | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|------------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.6: | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

EXPECTATION R.6.9-Diploma. Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION R.7.9-Diploma. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

STRAND / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.9: | Assess how perspective or purpose shapes the content and style of a text. |

EXPECTATION R.9.9-Diploma. Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.

STRAND / DOMAIN **READING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

EXPECTATION R.11.9-Diploma.b Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STRAND / DOMAIN **READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

EXPECTATION R.12.9-Diploma.a Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION R.12.9-Diploma.b Read various on-level texts with purpose and understanding.

| | | |
|-------------|----------------------|--|
| EXPECTATION | R.12.9- Diploma.c | Use context to confirm or self-correct word recognition. |
|-------------|----------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

| | | |
|-------------|---------------------|--|
| EXPECTATION | W.1.9- Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|---------------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.2.9- Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.2.9- Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|---------------------|---|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.3.9- Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.3.9- Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.3.9- Diploma.e | Provide closure that enhances, supports, and reflects the purpose of the piece. |
|-------------|---------------------|---|

STRAND / DOMAIN **Guiding Principles**

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
| CATEGORY / PERFORMANCE INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9-Diploma.d
Spell correctly.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

EXPECTATION L.3.9-Diploma.a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.

EXPECTATION L.3.9-Diploma.b Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**STRAND /
DOMAIN****LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

EXPECTATION L.4.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.4.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN****LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

EXPECTATION L.5.9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
Diploma.a as a clue to the meaning of a word or phrase.

EXPECTATION L.5.9- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
Diploma.d context or in a dictionary).

**STRAND /
DOMAIN****LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

EXPECTATION L.6.9- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
Diploma. 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 /
DOMAIN****SPEAKING AND LISTENING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.a | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.1.9-Diploma.b | 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. |
| EXPECTATION | SL.1.9-Diploma.c | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

STRAND / DOMAIN

READING

| | | |
|---|-----------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |

STRAND / DOMAIN

READING

| | | |
|---|----------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.6: | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| EXPECTATION | R.6.9-Diploma. | Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts). |

STRAND / DOMAIN

READING

| | | |
|---|----------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |

STRAND / DOMAIN

READING

| | | |
|---|--|----------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|---|--|----------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | R.9: | Assess how perspective or purpose shapes the content and style of a text. |
|-----------------|-------------|--|

EXPECTATION R.9.9- Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use
Diploma. perspective and purpose to shape the intended content, style, and effect of various texts.

STRAND / DOMAIN **READING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
|---|--|---|

| | | |
|-----------------|--------------|--|
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |
|-----------------|--------------|--|

EXPECTATION R.11.9- Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the
Diploma.b approaches the authors take.

STRAND / DOMAIN **READING**

| | | |
|---|--|----------------|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
|---|--|----------------|

| | | |
|-----------------|--------------|---|
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |
|-----------------|--------------|---|

EXPECTATION R.12.9- Read with sufficient accuracy and fluency to support comprehension.
Diploma.a

EXPECTATION R.12.9- Read various on-level texts with purpose and understanding.
Diploma.b

EXPECTATION R.12.9- Use context to confirm or self-correct word recognition.
Diploma.c

STRAND / DOMAIN **WRITING**

| | | |
|---|--|---|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
|---|--|---|

| | | |
|-----------------|-------------|--|
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |
|-----------------|-------------|--|

EXPECTATION W.1.9- Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
Diploma.d

STRAND / DOMAIN **WRITING**

| | | |
|---|--|-------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
|---|--|-------------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |
|-----------------|-------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|-----------------|---|

STRAND / DOMAIN

WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.e | Provide closure that enhances, supports, and reflects the purpose of the piece. |
|-------------|-----------------|---|

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

**Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

| | | |
|----------------------------------|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|----------------------------------|----|--|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
|----------------------------------|----|---|

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |
|----------------------------------|----|---|

STRAND / DOMAIN

LANGUAGE

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|------------|--|
| EXPECTATION | L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|-----------------|------------------|
| EXPECTATION | L.2.9-Diploma.d | Spell correctly. |
|-------------|-----------------|------------------|

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.3.9-Diploma.a | Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.3.9-Diploma.b | Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|-------------|-----------------|--|

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.4.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.4.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.5.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **SPEAKING AND LISTENING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.a | Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
|-------------|------------------|---|

| | | |
|-------------|------------------|---|
| EXPECTATION | SL.1.9-Diploma.b | 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. |
|-------------|------------------|---|

| | | |
|-------------|------------------|--|
| EXPECTATION | SL.1.9-Diploma.c | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
|-------------|------------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | R.5.9-Diploma.a | Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | R.5.9-Diploma.b | Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. |
|-------------|-----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
| STANDARD | R.6: | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

| | | |
|-------------|----------------|--|
| EXPECTATION | R.6.9-Diploma. | Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts). |
|-------------|----------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

| | | |
|-------------|----------------|---|
| EXPECTATION | R.7.9-Diploma. | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. |
|-------------|----------------|---|

STRAND / DOMAIN **READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.9: | Assess how perspective or purpose shapes the content and style of a text. |

| | | |
|-------------|----------------|--|
| EXPECTATION | R.9.9-Diploma. | Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts. |
|-------------|----------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

| | | |
|-------------|------------------|--|
| EXPECTATION | R.11.9-Diploma.b | Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|-------------|------------------|--|

STRAND / DOMAIN **READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

| | | |
|-------------|------------------|---|
| EXPECTATION | R.12.9-Diploma.a | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | R.12.9-Diploma.b | Read various on-level texts with purpose and understanding. |
| EXPECTATION | R.12.9-Diploma.c | Use context to confirm or self-correct word recognition. |

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | W.1.9-Diploma.d | Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. |
|-------------|-----------------|--|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.2.9-Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|-----------------|---|

STRAND / DOMAIN **WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|-----------------|---|

| | | |
|-------------|-----------------|---|
| EXPECTATION | W.3.9-Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|-----------------|---|

| | | |
|---|-----------------|---|
| EXPECTATION | W.3.9-Diploma.e | Provide closure that enhances, supports, and reflects the purpose of the piece. |
| UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280 | | |

Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

| | | |
|----------------------------------|----|---|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
| CATEGORY / PERFORMANCE INDICATOR | D. | A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives. |

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.1: | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.1.9-D.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 / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Conventions of Standard English |
| STANDARD | L.2: | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.2.9-Diploma.d Spell correctly.

STRAND / DOMAIN **LANGUAGE**

| | | |
|----------------------------------|------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Knowledge of Language |
| STANDARD | 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. |

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.3.9-Diploma.a | Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.3.9-Diploma.b | Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|-------------|-----------------|--|

STRAND / DOMAIN **LANGUAGE**

| | | |
|---|--|---------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | L.4: | Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. |
|-----------------|-------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.4.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.4.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|--|---------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|-----------------|-------------|---|
| STANDARD | L.5: | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. |
|-----------------|-------------|---|

| | | |
|-------------|-----------------|--|
| EXPECTATION | L.5.9-Diploma.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. |
|-------------|-----------------|--|

| | | |
|-------------|-----------------|---|
| EXPECTATION | L.5.9-Diploma.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 / DOMAIN **LANGUAGE**

| | | |
|---|--|---------------------------------------|
| CATEGORY / PERFORMANCE INDICATOR | | Vocabulary Acquisition and Use |
|---|--|---------------------------------------|

| | | |
|-----------------|-------------|--|
| STANDARD | L.6: | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|-----------------|-------------|--|

| | | |
|-------------|----------------|---|
| EXPECTATION | L.6.9-Diploma. | 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 / DOMAIN **SPEAKING AND LISTENING**

| CATEGORY / PERFORMANCE INDICATOR | | Comprehension and Collaboration |
|----------------------------------|-------|--|
| STANDARD | SL.1: | Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. |

EXPECTATION SL.1.9-Diploma.a Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION SL.1.9-Diploma.b 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.

EXPECTATION SL.1.9-Diploma.c Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|----------------------------------|------|---|
| STANDARD | R.5: | Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. |

EXPECTATION R.5.9-Diploma.a Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

EXPECTATION R.5.9-Diploma.b Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Key Ideas and Details |
|----------------------------------|------|---|
| STANDARD | R.6: | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

EXPECTATION R.6.9-Diploma. Analyze the impact of an author's choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).

STRAND / DOMAIN **READING**

| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
|----------------------------------|------|---|
| STANDARD | R.7: | Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

EXPECTATION R.7.9-Diploma. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

**STRAND /
DOMAIN****READING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Craft and Structure |
| STANDARD | R.9: | Assess how perspective or purpose shapes the content and style of a text. |

EXPECTATION R.9.9- Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use
Diploma. perspective and purpose to shape the intended content, style, and effect of various texts.

**STRAND /
DOMAIN****READING**

| | | |
|---|--------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Integration of Knowledge and Ideas |
| STANDARD | R.11: | Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). |

EXPECTATION R.11.9- Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the
Diploma.b approaches the authors take.

**STRAND /
DOMAIN****READING**

| | | |
|---|--------------|---|
| CATEGORY / PERFORMANCE INDICATOR | | Fluency |
| STANDARD | R.12: | Read with sufficient accuracy and fluency to support comprehension |

EXPECTATION R.12.9- Read with sufficient accuracy and fluency to support comprehension.
Diploma.a

EXPECTATION R.12.9- Read various on-level texts with purpose and understanding.
Diploma.b

EXPECTATION R.12.9- Use context to confirm or self-correct word recognition.
Diploma.c

**STRAND /
DOMAIN****WRITING**

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Inquiry to Build and Present Knowledge |
| STANDARD | W.1: | Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. |

EXPECTATION W.1.9- Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.
Diploma.d

**STRAND /
DOMAIN**

WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Process and Production |
| STANDARD | W.2: | Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. |

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.2.9- Diploma.a | Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.2.9- Diploma.b | Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. |
|-------------|---------------------|---|

**STRAND /
DOMAIN**

WRITING

| | | |
|---|-------------|--|
| CATEGORY / PERFORMANCE INDICATOR | | Composing for Audience and Purpose |
| STANDARD | W.3: | Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. |

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.3.9- Diploma.a | Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.3.9- Diploma.b | Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. |
|-------------|---------------------|---|

| | | |
|-------------|---------------------|---|
| EXPECTATION | W.3.9- Diploma.e | Provide closure that enhances, supports, and reflects the purpose of the piece. |
|-------------|---------------------|---|

UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281

**Maine Learning Results
Language Arts
Grade 10 - Adopted: 2020**

**STRAND /
DOMAIN**

Guiding Principles

| | | |
|--|----|--|
| CATEGORY / PERFORMANCE INDICATOR | A. | Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. |
|--|----|--|

| | | |
|--|----|---|
| CATEGORY / PERFORMANCE INDICATOR | B. | A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. |
|--|----|---|

| | | |
|--|----|---|
| CATEGORY / PERFORMANCE INDICATOR | C. | A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts. |
|--|----|---|

