

## Structure and Style for Students

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

**Nevada Academic Content Standards**  
**Language Arts**  
Grade 10 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR	Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR	Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure Craft and Structure Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

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

**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD**

**Speaking and Listening Standards**

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

**CONTENT STANDARD**      **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**CONTENT STANDARD**      **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION      L.9-10.2.c.      Spell correctly.

**CONTENT STANDARD**      **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION      L.9-10.3.a.      Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD**      **Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

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

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

**CONTENT STANDARD****Language Standards**

STRAND / INDICATOR	Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

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

STRAND / INDICATOR	Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**



STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure Craft and Structure Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

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

**CONTENT STANDARD** **Reading Standards for Informational Text**

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

INDICATOR / GRADE LEVEL EXPECTATION RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / GRADE LEVEL EXPECTATION RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CONTENT STANDARD** **Reading Standards for Informational Text**

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

**CONTENT STANDARD** **Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

GRADE LEVEL EXPECTATION W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**CONTENT STANDARD** **Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**

**Language Standards**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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**CONTENT STANDARD****Reading Standards for Literature**

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

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
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**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**CONTENT STANDARD**

**Language Standards**

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

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

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

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

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

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
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**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

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

**CONTENT STANDARD**      **Reading Standards for Literature**

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

INDICATOR / GRADE LEVEL EXPECTATION      RL.9-10.2.      Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR / GRADE LEVEL EXPECTATION      RL.9-10.3.      Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD**      **Reading Standards for Literature**

STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION      RL.9-10.4.      Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

**CONTENT STANDARD**      **Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION      RL.9-10.10.      By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

**CONTENT STANDARD**      **Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION      W.9-10.3.      Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE LEVEL EXPECTATION      W.9-10.3.a.      Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.



GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**

**Language Standards**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>	<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD** **Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure Craft and Structure Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

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

**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**CONTENT STANDARD**

**Writing Standards**

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

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

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**

**Writing Standards**

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

**Writing Standards**

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

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**CONTENT STANDARD**

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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**CONTENT STANDARD**

**Language Standards**

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

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

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

**Language Standards**

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

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure Craft and Structure Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

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

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD**

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**Writing Standards**

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

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**

**Writing Standards**

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

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

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**                      **Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

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

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

**CONTENT STANDARD** **Language Standards**

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

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

**Nevada Academic Content Standards**  
**Language Arts**  
Grade 10 - Adopted: 2010

**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD** **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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**CONTENT STANDARD** **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD** **Writing Standards**

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

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

**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD****Language Standards**

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

**CONTENT STANDARD****Language Standards**

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

GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.3.	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**

**Language Standards**

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

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**Nevada Academic Content Standards**

**Language Arts**

Grade 10 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD** **Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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**CONTENT STANDARD** **Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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**CONTENT STANDARD** **Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
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**CONTENT STANDARD** **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GRADE LEVEL EXPECTATION	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Language Standards**

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

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

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.9-10.2.c.
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Spell correctly.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.3.	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION	L.9-10.3.a.
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Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.9-10.4.a.
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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.

GRADE LEVEL EXPECTATION	L.9-10.4.d.
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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).

**CONTENT STANDARD**

**Language Standards**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD** **Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD****Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION    W.9-10.10.    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION    L.9-10.1.    **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION    L.9-10.2.    **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

GRADE LEVEL EXPECTATION    L.9-10.2.c.    Spell correctly.

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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INDICATOR / GRADE LEVEL EXPECTATION    L.9-10.3.    **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

GRADE LEVEL EXPECTATION    L.9-10.3.a.    Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD****Language Standards**

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

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

**Nevada Academic Content Standards**

**Language Arts**

Grade 10 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**



STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD** **Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Craft and Structure Craft and Structure Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**CONTENT STANDARD** **Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

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

**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**CONTENT STANDARD**

**Writing Standards**

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

**Writing Standards**

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

**Writing Standards**

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

**CONTENT STANDARD**

**Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD**

**Language Standards**

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

**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.

**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE LEVEL EXPECTATION	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**

**Language Standards**

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

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

**Nevada Academic Content Standards**

**Language Arts**

Grade 10 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure Craft and Structure Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**CONTENT  
STANDARD**

**Reading Standards for Informational Text**

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

**Writing Standards**

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

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT  
STANDARD**

**Writing Standards**

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

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

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**                      **Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

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

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

**CONTENT STANDARD** Language Standards

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

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

Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010

**CONTENT STANDARD** College and Career Readiness Anchor Standards for Reading

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STANDARD** College and Career Readiness Anchor Standards for Reading

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

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

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Craft and Structure Craft and Structure Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<b>CONTENT STANDARD</b>	<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]</b>	

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

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

CONTENT STANDARD	Reading Standards for Informational Text
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STRAND / INDICATOR		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**CONTENT STANDARD**

**Writing Standards**

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

**Writing Standards**

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

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

**CONTENT STANDARD****Language Standards**

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

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

**CONTENT STANDARD****Language Standards**

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

GRADE LEVEL EXPECTATION    L.9-10.2.c.    Spell correctly.

**CONTENT STANDARD****Language Standards**

STRAND / INDICATOR		Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION    L.9-10.3.    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE LEVEL EXPECTATION    L.9-10.3.a.    Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD****Language Standards**

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

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

GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

**CONTENT STANDARD**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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GRADE LEVEL EXPECTATION      WHST.9-10.2.a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

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

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

**CONTENT STANDARD**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION      WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

**CONTENT STANDARD**      **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

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

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Writing Standards**

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

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD****Language Standards**

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

**CONTENT STANDARD****Language Standards**

STRAND / INDICATOR	Conventions of Standard English	
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.

**CONTENT STANDARD****Language Standards**

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



**CONTENT STANDARD****Language Standards**

STRAND / INDICATOR	Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

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

STRAND / INDICATOR	Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6. Assess how point of view or purpose shapes the content and style of a text.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR	Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.L. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

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

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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**CONTENT STANDARD****Reading Standards for Literature**

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

**CONTENT STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXPECTATION	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**                      **Writing Standards**

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**                      **Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRH.9-  
10.2.

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

**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure Craft and Structure Craft and Structure</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRH.9-  
10.5.

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

**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRH.9-  
10.7.

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

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.9-  
10.7.

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

INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.9-  
10.8.

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

INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.9-  
10.9.

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

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRL.9-  
10.1.

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



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

**Reading Standards for Literature**

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

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**Reading Standards for Informational Text**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD****Language Standards**

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

**CONTENT STANDARD****Language Standards**

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

**CONTENT STANDARD****Language Standards**

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

GRADE LEVEL EXPECTATION	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT STANDARD**

**Language Standards**

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

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

**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>	<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>	<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>	<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure Craft and Structure Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>	
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD****Reading Standards for Informational Text**

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

**CONTENT STANDARD****Reading Standards for Informational Text**

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

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

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD****Writing Standards**

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

**Writing Standards**

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

**Language Standards**

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

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

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

**Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

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

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

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Craft and Structure Craft and Structure Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
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**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.1.	<b>Write arguments focused on discipline-specific content.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
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GRADE LEVEL EXPECTATION	WHST.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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GRADE LEVEL EXPECTATION	WHST.9-10.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**Reading Standards for Informational Text**

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

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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GRADE LEVEL EXPECTATION	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
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GRADE LEVEL EXPECTATION	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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GRADE LEVEL EXPECTATION	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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GRADE LEVEL EXPECTATION	W.9-10.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.9-10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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**CONTENT STANDARD**

**Writing Standards**

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

**Writing Standards**

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

**Writing Standards**

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.9-10.2.c. Spell correctly.

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

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

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

**CONTENT STANDARD****Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

**Nevada Academic Content Standards**  
**Language Arts**  
Grade 10 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

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

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

STRAND / INDICATOR		Range of reading and Level of text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Text Types and Purposes*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

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

**College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.S.L.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

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

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

**CONTENT STANDARD**      **Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION      RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CONTENT STANDARD**      **Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Craft and Structure Craft and Structure Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.1.	Write arguments focused on discipline-specific content.
GRADE LEVEL EXPECTATION	WHST.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	WHST.9-10.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9-10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	WHST.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

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

**CONTENT STANDARD****Reading Standards for Informational Text**

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

**CONTENT STANDARD****Reading Standards for Informational Text**

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

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	W.9-10.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**

**Language Standards**

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

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

**CONTENT STANDARD**

**Language Standards**

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

GRADE LEVEL EXPECTATION L.9-10.2.c. Spell correctly.

**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE LEVEL EXPECTATION L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD**

**Language Standards**

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

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

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

**CONTENT STANDARD**

**Language Standards**

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

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**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 1.      Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 2.      Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 4.      Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

**CONTENT STANDARD**      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 7.      Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 9.      Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>	<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Writing**

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

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
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**CONTENT STANDARD****Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Craft and Structure Craft and Structure Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**CONTENT STANDARD**

**Reading Standards for Literacy in History/Social Studies 6–12 [RH]**

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9-10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.1.	<b>Write arguments focused on discipline-specific content.</b>
GRADE LEVEL EXPECTATION	WHST.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	WHST.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	WHST.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	WHST.9-10.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	WHST.9-10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
GRADE LEVEL EXPECTATION	WHST.9-10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	WHST.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

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

**CONTENT STANDARD****Reading Standards for Informational Text**

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

**CONTENT STANDARD****Reading Standards for Informational Text**

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

**CONTENT STANDARD****Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
GRADE LEVEL EXPECTATION	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
GRADE LEVEL EXPECTATION	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
GRADE LEVEL EXPECTATION	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
GRADE LEVEL EXPECTATION	W.9-10.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
GRADE LEVEL EXPECTATION	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

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

**Language Standards**

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

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

**Language Standards**

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

GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE LEVEL EXPECTATION	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**

**Language Standards**

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

GRADE LEVEL EXPECTATION	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**

**Language Standards**

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

**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 1.      Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 2.      Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 4.      Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 6.      Assess how point of view or purpose shapes the content and style of a text.

**CONTENT STANDARD**                      **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION      CCRA.R. 7.      Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S.L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.9-  
10.8.

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

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONWHST.9-  
10.10.

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

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRL.9-  
10.1.

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

INDICATOR /  
GRADE LEVEL  
EXPECTATIONRL.9-  
10.2.

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

INDICATOR /  
GRADE LEVEL  
EXPECTATIONRL.9-  
10.3.

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

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR /  
GRADE LEVEL  
EXPECTATIONRL.9-  
10.4.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

INDICATOR /  
GRADE LEVEL  
EXPECTATIONRL.9-  
10.5.

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

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**CONTENT STANDARD**

**Writing Standards**

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

**Writing Standards**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD****Speaking and Listening Standards**

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
GRADE LEVEL EXPECTATION	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CONTENT STANDARD****Language Standards**

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

**CONTENT STANDARD****Language Standards**

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.

**CONTENT STANDARD****Language Standards**

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

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

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

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

**CONTENT STANDARD**

**Language Standards**

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

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

**Nevada Academic Content Standards**

**Language Arts**

Grade 10 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD** **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD****Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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**CONTENT STANDARD****Reading Standards for Literature**

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

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
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**CONTENT STANDARD****Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE LEVEL EXPECTATION	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD****Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD****Writing Standards**

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

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**CONTENT STANDARD****Language Standards**

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.3.	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	L.9-10.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**

**Language Standards**

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

**Nevada Academic Content Standards**

**Language Arts**

Grade 10 - Adopted: 2010

**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	CCRA.R.1.	<b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	CCRA.R.2.	<b>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT  
STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>WHST.9-10.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD****Reading Standards for Literature**

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

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
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**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GRADE LEVEL EXPECTATION	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CONTENT STANDARD**

**Writing Standards**

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

GRADE LEVEL EXPECTATION	W.9-10.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
GRADE LEVEL EXPECTATION	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
GRADE LEVEL EXPECTATION	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE LEVEL EXPECTATION	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**CONTENT STANDARD**

**Writing Standards**

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

**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD**

**Writing Standards**

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

**Speaking and Listening Standards**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**CONTENT STANDARD**

**Language Standards**

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

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION L.9-10.2.c. Spell correctly.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION L.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>L.9-10.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

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

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

**CONTENT STANDARD**

**Language Standards**

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

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

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

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CONTENT  
STANDARD****College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Range of reading and Level of text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND / INDICATOR		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD****College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		Vocabulary acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>	<b>Research to Build and Present Knowledge</b>	
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD****Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>	
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD****Reading Standards for Literature**

<b>STRAND / INDICATOR</b>	<b>Key Ideas and Details</b>	
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CONTENT STANDARD****Reading Standards for Literature**

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

**Reading Standards for Literature**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATOR / GRADE LEVEL EXPECTATION	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
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**CONTENT STANDARD**

**Writing Standards**

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

**Writing Standards**

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

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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**CONTENT STANDARD**                      **Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**CONTENT STANDARD**                      **Writing Standards**

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

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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GRADE LEVEL EXPECTATION	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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GRADE LEVEL EXPECTATION	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**Language Standards**

STRAND / INDICATOR		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.3.	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

GRADE LEVEL EXPECTATION	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**CONTENT STANDARD**

**Language Standards**

STRAND / INDICATOR		<b>Vocabulary Acquisition and Use</b>
INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**CONTENT STANDARD**

**Language Standards**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281

**Nevada Academic Content Standards  
Language Arts  
Grade 10 - Adopted: 2010**

**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Reading**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes*</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Writing**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD** **College and Career Readiness Anchor Standards for Language**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**CONTENT STANDARD**

**College and Career Readiness Anchor Standards for Language**

STRAND / INDICATOR		<b>Vocabulary acquisition and Use</b>
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INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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GRADE LEVEL EXPECTATION	WHST.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	WHST.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		<b>Production and Distribution of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**CONTENT STANDARD**

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]**

STRAND / INDICATOR		<b>Range of Writing</b>
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INDICATOR / GRADE LEVEL EXPECTATION	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD**

**Reading Standards for Informational Text**

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

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>	<b>W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

GRADE LEVEL EXPECTATION	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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GRADE LEVEL EXPECTATION	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**CONTENT STANDARD**

**Writing Standards**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
INDICATOR / GRADE LEVEL EXPECTATION	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD**

**Language Standards**

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