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

Structure and Style for Students

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

Nevada Academic Content Standards

Language Arts

Grade 10 - Adopted: 2010

CONTENT ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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*
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
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
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
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 ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration

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.
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 ST ANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
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.

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.

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.
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 ST AND ARD		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.

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.
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR

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.9-10.7.	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		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 ST ANDARD		Speaking and Listening Standards

 ST RAND / INDICATOR
 Presentation of Knowledge and Ideas

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

CONTENT Language Standards STANDARD

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	10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.9-	Spell correctly.

GRADE LEVELL.9-EXPECTATION10.2.c.

Language Standards

CONTENT STANDARD

	STRAND / NDICATOR		Knowledge of Language
C	NDICATOR / GRADE LEVEL EXPECTATION		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	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
STRAND / INDICATOR		Vocabulary Acquisition and Use
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.
	ι	JNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36
		Nevada Academic Content Standards
		Language Art s Grade 10 - Adopted: 2010
CONTENT ST ANDARD		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 ST ANDARD		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 ST ANDARD		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*
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
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
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
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

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.
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		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
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.

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.

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.
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 ST AND ARD		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.

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.
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR

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.9-10.7.	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		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 ST ANDARD		Speaking and Listening Standards

ST RAND /
INDICAT ORPresentation of Knowledge and IdeasINDICATOR /
GRADE LEVEL
EXPECTATIONSL.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 Language Standards STANDARD

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		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.9-	Spell correctly.

GRADE LEVELL.9-EXPECTATION10.2.c.

Language Standards

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).
CONT ENT ST AND ARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
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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Grade 10 - Adopted: 2010

College and Career Readiness Anchor Standards for Reading

CONTENT STANDARD

OTANDARD		
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	College and	Career	Readiness	Anchor	Standards	for	Reading
STANDARD							

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	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONT ENT ST AND ARD

EXPECTATION

STRAND / INDICATOR		Text Types and Purposes*
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. 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
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
		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
STANDARD	CCRA.W. 9.	
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL		Research to Build and Present Knowledge
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT		Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND /	9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST RAND / INDICATOR / GRADE LEVEL INDICATOR / GRADE LEVEL	9. CCRA.W.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT	9. CCRA.W.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing 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		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
		College and Career Readiness Anchor Standards for Language Vocabulary acquisition and Use
ST ANDARD	CCRA.L. 4.	Vocabulary acquisition and Use
ST ANDARD ST RAND / INDICATOR INDICATOR / GRADE LEVEL		Vocabulary acquisition and Use 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.
ST ANDARD ST RAND / INDICAT OR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	4. CCRA.L.	Vocabulary acquisition and Use 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. 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
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	4. CCRA.L.	Vocabulary acquisition and Use 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. 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.
ST ANDARD ST RAND / INDICAT OR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND /	4. CCRA.L.	Vocabulary acquisition and Use 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. 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. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

EXPECTATION

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

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

EXPECTATION

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	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	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 ST ANDARD		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.
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.
CONT ENT ST AND ARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
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
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 ST ANDARD		Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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.

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 ST ANDARD	I	Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
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 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
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 ST ANDARD		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 ST ANDARD		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.*

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 ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
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. 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
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 ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
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
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 ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
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.
CONTENT ST ANDARD		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 ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
	CCRA.L. 4.	Vocabulary acquisition and Use 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		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	4. CCRA.L.	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. 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
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	4. CCRA.L.	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. 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.
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD	4. CCRA.L.	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. 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. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	4. CCRA.L. 6. WHST.9-	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. 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. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST] Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

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 Literature
STRAND / INDICATOR		Key Ideas and Details
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
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.
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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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	SL.9-	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when
EXPECTATION	10.1.d.	warranted, qualify or justify their own views and understanding and make new connections in light of the evidence
		and reasoning presented.

CONTENT Lan STANDARD

Language	Standards
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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		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.9-	Spell correctly.

CONTENT STANDARD

EXPECTATION 10.2.c.

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 ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
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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EXPECTATION

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 ST ANDARD		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	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CONTENT College and Career Readiness Anchor Standards for Reading STANDARD

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*

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

INDICATOR /RH.9-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.GRADE LEVEL10.5.EXPECTATION

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 ST ANDARD		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 ST ANDARD	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 Reading Standards for Informational Text STANDARD

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.

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		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.9-10.7.	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 ST ANDARD		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		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
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 ST ANDARD		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 ST ANDARD		Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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.

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.
CONT ENT ST AND ARD		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
STRAND / INDICATOR		Vocabulary Acquisition and Use
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 4: SUMMARIZING A REFERENCE Week 6 Page 71-82
		Nevada Academic Content Standards
		Language Art s 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 ST ANDARD		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.
CONT ENT ST AND ARD		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*
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
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
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

INDICATOR /CCRA.W.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aGRADE LEVEL10.single sitting or a day or two) for a range of tasks, purposes, and audiences.EXPECTATION

CONTENT ST ANDARD		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		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
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
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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.
CONTENT ST ANDARD		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.
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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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	L.9-	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

GRADE LEVELL.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's ManualEXPECTATION10.3.a.for Writers) appropriate for the discipline and writing type.

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).
CONT ENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
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
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION		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.
CONTENT ST ANDARD		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 ST ANDARD		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*
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
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 ST ANDARD		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
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.
		include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
EXPECTATION GRADE LEVEL	10.2.a. WHST.9-	include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	10.2.a. WHST.9- 10.2.b. WHST.9-	include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT	10.2.a. WHST.9- 10.2.b. WHST.9-	 include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD	10.2.a. WHST.9- 10.2.b. WHST.9-	 include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL INDICATOR / GRADE LEVEL	10.2.a. WHST.9- 10.2.b. WHST.9- 10.2.d.	 include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST] Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

STRAND / INDICATOR		Research to Build and Present Knowledge
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 ST ANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Range of Writing

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

CONTENT STANDARD

CONTENT

Reading Standards for Informational Text

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.

STANDARD		
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	Writing Standards
STANDARD	

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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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 Language Standards STANDARD

 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
STRAND / INDICATOR		Vocabulary Acquisition and Use
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 8 Page 91-100
		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.
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*
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
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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
	CCRA.L. 4.	Vocabulary acquisition and Use 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		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	4. CCRA.L.	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. 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
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	4. CCRA.L.	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. 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.
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD	4. CCRA.L.	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. 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. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	4. CCRA.L. 6. WHST.9-	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. 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. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST] Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

STRAND / INDICATOR		Research to Build and Present Knowledge
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]
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 Literature**

STRAND / INDICATOR		Key Ideas and Details
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.

CONTENT Reading Standards for Literature STANDARD

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).

CONTENT Reading Standards for Literature STANDARD

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 Writing Standards STANDARD

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.
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 LEVELL.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clausesEXPECTATION10.1.b.(independent, noun, relative, adverbial) to convey specific meanings and add variety and interest to
writing or presentations.

CONTENT Language Standards STANDARD

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

GRADE LEVEL L.9- Sp EXPECTATION 10.2.c.

CONTENT STANDARD

Language Standards

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

STRAND / Vocabulary Acquisition and Use INDICATOR INDICATOR / L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **GRADE LEVEL** grades 9-10 reading and content, choosing flexibly from a range of strategies. 10.4. **EXPECTATION** GRADE LEVEL 19-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) EXPECTATION 10.4.a. as a clue to the meaning of a word or phrase. GRADE LEVEL L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in EXPECTATION 10.4.d. context or in a dictionary). CONTENT Language Standards **STANDARD**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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 9 Page 101-108

Nevada Academic Content Standards

Language Arts

Grade 10 - Adopted: 2010

STRAND /		Key Ideas and Details
INDICATOR		
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.
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*
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
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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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.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.
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 ST ANDARD		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.
CONT ENT ST AND ARD		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- 10.8.	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 ST ANDARD		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.
CONT ENT ST AND ARD		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 /	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

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

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.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.
GRADE LEVEL EXPECTATION	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CONT ENT ST AND ARD		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 Writing Standards STANDARD

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 Writing Standards STANDARD

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

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

CONTENT STANDARD

Language Standards

Language Standards

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

GRADE LEVEL L.9-EXPECTATION 10.2.c.

CONTENT Language Standards STANDARD

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.
CONT ENT ST AND ARD		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).
CONT ENT ST AND ARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
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 10 Page 109-120
		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 ST ANDARD		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
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*
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
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
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: CCIRW: Draw evidence from literary or informational texts to support analysis, reflection, and research. CONTENT College and Carcer Readiness Anchor Standards for Writing STRANDARD College and Carcer Readiness Anchor Standards for Writing INDICATOR CCRAW. Wite routinely over extended time frames (time for research, reflection, and revision) and altoner time trames (a grape EVECTATION 0.00000000000000000000000000000000000		
STRADARD Range of Writing STRAND/INDICATOR / CCRAW. Write routinely over extended time tames (ime for research, reflection, and revision) and shorter time tames (a single siting or a day or two) for a range of tasks, purposes, and audiences. CONTENT College and Career Readiness Anchor Standards for Speaking and Listening STRAND/INDICATOR / CCRAS. Prepare for and participate effectively in a range of tasks, purposes, and audiences. STRAND // INDICATOR / CCRAS. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on onther lideas and expressing their own clearly and persuasively. INDICATOR / CCRAS. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on onther lideas and expressing their own clearly and persuasively. INDICATOR / CCRAS. Integrate and evaluate information presented in diverse media and formas, including visually, quantitatively, and anally. INDICATOR / CCRAS. Integrate and evaluate information presented in diverse media and formas, including visually, quantitatively, and anally. INDICATOR / CCRAS. Integrate and evaluate information presented in diverse media and formas, including visually, quantitatively, and anally. INDICATOR / CCRAS. Conventions of Standard English INDICATOR / CCRAL. Apply knowledge of langua	GRADE LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STANDARD Comprehension and Collaboration STRAND/CATOR / CCRA.S Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. INDICATOR / CCRA.S Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. INDICATOR / CCRA.S Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CONTENT CCRA.S Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. STRAND /r CCRA.S Integrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language INDICATOR / CCRA.L Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language to understand how language functions in different contexts, to make effective choices for easing or syle, and to comprehend more tuly when reading or listening. CONTENT CCRA.L Apply knowledge of language to understand how language functions in different contexts, to make effective choices for easing or syle, and to comprehend more tuly when reading or listening. STRAND /r CCRA.L Determine or clarify the meani	GRADE LEVEL	
INDICATOR CRAD INDICATOR / GRADE LEVEL EXPECTATION CCRA.S CCRA.S EXPECTATION Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. INDICATOR / GRADE LEVEL EXPECTATION CCRA.S CCRA.S EXPECTATION Inegrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and only. CONTENT STANDAR C.CRA.S INDICATOR / GRADE LEVEL EXPECTATION Conventions of Standard English INDICATOR / GRADE LEVEL EXPECTATION CCRA.L CCRA.L GRADE LEVEL EXPECTATION Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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 CCRA.L COLLEGE and Career Readiness Anchor Standards for Language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / RODCATOR / GRADE LEVEL EXPECTATION CCRAL CCRAL CCRAL CCRAL CCRAL EXPECTATION 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. EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CCRAL CCRAL CCRAL CCRAL EXPECTATION Acquife and us		College and Career Readiness Anchor Standards for Speaking and Listening
GRADE LEVEL EXPECTATION L1. on others' ideas and expressing their own clearly and persuasively. INDICATOR / GRADE LEVEL EXPECTATION CCRA.S 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 STEAND / INDICATOR / GRADE LEVEL EXPECTATION College and Career Readiness Anchor Standard English INDICATOR / GRADE LEVEL EXPECTATION CCRA.L NDICATOR / GRADE LEVEL EXPECTATION CCRA.L NDICATOR / GRADE LEVEL EXPECTATION CCRA.L STEAND / GRADE LEVEL EXPECTATION CCRA.L NDICATOR / GRADE LEVEL EXPECTATION CCRA.L STEAND / GRADE LEVEL EXPECTATION CCRA.L 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. STEAND / GRADE LEVEL EXPECTATION CCRA.L NDICATOR / GRADE LEVEL EXPECTATION CCRA.L OLIege and Career Readiness Anchor Standards for Language STEAND / GRADE LEVEL GRADE LEVEL EXPECTATION Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word par		Comprehension and Collaboration
GRADE LEVEL EXPECTATION L2. orally. CONTENT STANDARD College and Career Readiness Anchor Standards for Language STRAND / INDICATOR Conventions of Standard English INDICATOR CCRAL. CRADE LEVEL EXPECTATION Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR / GRADE LEVEL EXPECTATION CCRAL. CCRAL Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / GRADE LEVEL EXPECTATION CCRAL. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / INDICATOR / GRADE LEVEL EXPECTATION CCRAL. Apply knowledge or language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / INDICATOR / GRADE LEVEL EXPECTATION CCRAL. Acquire and use accurately and consulting general and specialized reference materials, as appropriate. INDICATOR / GRADE LEVEL EXPECTATION CCRAL. 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 v	GRADE LEVEL	
ST ANDARD Conventions of Standard English ST RAND / INDICATOR / GRADE LEVEL CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language INDICATOR / GRADE LEVEL CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language INDICATOR / GRADE LEVEL CCRA.L. 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 INDICATOR / INDICATOR / GRADE LEVEL CCRA.L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general 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.	GRADE LEVEL	
INDICATOR CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR / GRADE LEVEL EXPECTATION CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR / GRADE LEVEL EXPECTATION CCRA.L. 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 INDICATOR / INDICATOR / INDICATOR / GRADE LEVEL EXPECTATION CCRA.L. 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. 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 Reading Standards for Literacy in History/Social Studies 6-12 [RH]		College and Career Readiness Anchor Standards for Language
GRADE LEVEL EXPECTATION 2. Knowledge of Language INDICATOR / GRADE LEVEL EXPECTATION CCRAL. 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 / GRADE LEVEL EXPECTATION Cocklary acquisition and Use STRAND / INDICATOR / GRADE LEVEL EXPECTATION CCRAL. GRADE LEVEL EXPECTATION CCRAL. 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 Reading Standards for Literacy in History/Social Studies 6-12 [RH]		Conventions of Standard English
GRADE LEVEL EXPECTATION 3. 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. 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. 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 Reading Standards for Literacy in History/Social Studies 6-12 [RH]	GRADE LEVEL	
ST RAND / INDICAT OR Vocabulary acquisition and Use INDICATOR / GRADE LEVEL EXPECTATION CCRA.L. 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. 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 Reading Standards for Literacy in History/Social Studies 6-12 [RH]	GRADE LEVEL	
INDICATOR CCRA.L. 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 CCRA.L. 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 Reading Standards for Literacy in History/Social Studies 6–12 [RH]		College and Career Readiness Anchor Standards for Language
GRADE LEVEL 4. analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. INDICATOR / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for 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 Reading Standards for Literacy in History/Social Studies 6–12 [RH]		Vocabulary acquisition and Use
GRADE LEVEL 6. 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 Reading Standards for Literacy in History/Social Studies 6–12 [RH]	GRADE LEVEL	
	GRADE LEVEL	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
		Reading Standards for Literacy in History/Social Studies 6–12 [RH]

STRAND / INDICATOR		Key Ideas and Details
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 Reading Standards for Literacy in History/Social Studies 6–12 [RH] STANDARD

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

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 /	RH.9-	Compare and contrast treatments of the same topic in several primary and secondary sources.
GRADE LEVEL	10.9.	
EXPECTATION		

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

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.
CONTENT ST ANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Production and Distribution of Writing

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

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

CONT ENT ST AND ARD	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 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST] STANDARD

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.
CONT ENT ST AND ARD		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).
CONT ENT ST ANDARD		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 ST ANDARD		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 ST ANDARD		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.
CONT ENT ST AND ARD		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 Speaking and Listening Standards STANDARD

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 Language Standards STANDARD

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	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		
STRAND / INDICATOR		Vocabulary Acquisition and Use		
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 11 Page 121-138		
	Nevada Academic Content Standards Language Arts Grade 10 - Adopted: 2010			
CONTENT College and Career Readiness Anchor Standards for Reading STANDARD				
ST ANDARD	CCRA.R. 1.	College and Career Readiness Anchor Standards for Reading		
ST ANDARD ST RAND / INDICAT OR INDICATOR / GRADE LEVEL	1.	College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual		
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	1. CCRA.R. 2.	College and Career Readiness Anchor Standards for Reading Key Ideas and Details 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details		
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	1. CCRA.R. 2. CCRA.R. 3.	College and Career Readiness Anchor Standards for Reading Key Ideas and Details 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	1. CCRA.R. 2. CCRA.R. 3.	College and Career Readiness Anchor Standards for Reading Key Ideas and Details 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		

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
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
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
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
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
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 Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD		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 ST ANDARD		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		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
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
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 -10.2.	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	WHST.9-	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
EXPECTATION	10.2.b.	other information and examples appropriate to the audience's knowledge of the topic.

GRADE LEVELWHST.9-Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a styleEXPECTATION10.2.d.appropriate to the discipline and context as well as to the expertise of likely readers.

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

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

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

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 Rea 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
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.9-10.7.	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 ST ANDARD		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 ST ANDARD		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	L.9-	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

GRADE LEVELL.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's ManualEXPECTATION10.3.a.for Writers) appropriate for the discipline and writing type.

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
STRAND / INDICATOR		Vocabulary Acquisition and Use
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
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	

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
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*
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
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.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge

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 ST ANDARD		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 Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD		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		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
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
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 ST ANDARD		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 -10.2.	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.
CONT ENT ST AND ARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]

STANDARD

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.
CONT ENT ST AND ARD		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 ST ANDARD		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.
CONT ENT ST AND ARD		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 /	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

INDICATOR /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.EXPECTATION

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

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 Language Standards STANDARD

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 Language Standards STANDARD

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 Language Standards STANDARD

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION		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	L.9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

GRADE LEVELL.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)EXPECTATION10.4.a.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
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 7: INVENTIVE WRITING Week 13 Page 143-150
		Nevada Academic Content Standards Language Arts Grade 10 - Adopted: 2010
CONTENT		College and Career Readiness Anchor Standards for Writing
STANDARD		oonege und oureer readiness Anonor orandards for Writing
STRAND / INDICATOR		Text Types and Purposes*
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
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
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

INDICATOR		
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
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 ST ANDARD		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.
CONT ENT ST AND ARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STRAND / INDICATOR		Research to Build and Present Knowledge

STRAND /

Range of Writing

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

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

EXPECTATION

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 formating (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).
CONT ENT ST AND ARD		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	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 /	W.9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
GRADE LEVEL	10.6.	advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
EXPECTATION		

CONT ENT ST ANDARD		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.

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 Language Standards **STANDARD**

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

EXPECTATION

10.3.a.

Language Standards

STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION		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	L.9-	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual

for Writers) appropriate for the discipline and writing type.

CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
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 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
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 ST ANDARD		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.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
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
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 ST ANDARD		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 /CCRA.L.Apply knowledge of language to understand how language functions in different contexts, to make effective choicesGRADE LEVEL3.for meaning or style, and to comprehend more fully when reading or listening.EXPECTATION

CONTENT College and Career Readiness Anchor Standards for Language **STANDARD** STRAND / Vocabulary acquisition and Use INDICATOR INDICATOR / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **GRADE LEVEL** 4. analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. EXPECTATION INDICATOR / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for GRADE LEVEL reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in 6. **EXPECTATION** gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CONTENT Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 [WHST] **STANDARD** STRAND / **Production and Distribution of Writing** INDICATOR INDICATOR / WHST.9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **GRADE LEVEL** 10.4. purpose, and audience. **EXPECTATION** INDICATOR / WHST.9- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking GRADE I EVEL advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 10.6 **EXPECTATION** CONTENT Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST] **STANDARD** STRAND / **Range of Writing** INDICATOR INDICATOR / WHST.9- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or **GRADE LEVEL** 10.10. a day or two) for a range of discipline-specific tasks, purposes, and audiences. **EXPECTATION** CONTENT **Reading Standards for Literature** ST AND ARD STRAND / Key Ideas and Details INDICATOR INDICATOR / RL.9-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

 INDICATOR /
 RL.9

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 EXPECTATION
 text, interact with other characters, and advance the plot or develop the theme.

GRADE LEVEL

EXPECTATION

10.1.

drawn from the text.

STANDARD		
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 ST ANDARD		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.

Reading Standards for Literature

CONTENT

STANDARD

EXPECTATION

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

College and Career Readiness Anchor Standards for Reading

CONTENT STANDARD

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

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.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
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.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
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.
CONT ENT ST AND ARD		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 /	CCRA.L.	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.

GRADE LEVEL 6.

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

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
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 ST ANDARD		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		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.
CONT ENT ST AND ARD		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		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 ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
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 ST ANDARD		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 ST ANDARD		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 ST ANDARD		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
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*
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 ST ANDARD		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		Research to Build and Present Knowledge
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. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT ST ANDARD		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 Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
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
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		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details

INDICATOR /RH.9-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of howGRADE LEVEL10.2.key events or ideas develop over the course of the text.EXPECTATION

- CONTENT Reading Standards for Literacy in History/Social Studies 6–12 [RH] STANDARD
- ST RAND / 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
 RH.9-10.5.
 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.
- EXPECTATION
 - Reading Standards for Literacy in History/Social Studies 6–12 [RH]

CONTENT STANDARD

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

EXPECTATION

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

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.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.
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).

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 ST ANDARD		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 ST ANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST] Range of Writing
ST ANDARD	WHST.9- 10.10.	Range of Writing
ST ANDARD ST RAND / INDICATOR INDICATOR / GRADE LEVEL		Range of Writing Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT		Range of Writing 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.
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND /	10.10.	Range of Writing 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. Reading Standards for Informational Text
ST ANDARD ST RAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND / INDICATOR / INDICATOR / GRADE LEVEL	10.10. RI.9-10.1.	Range of Writing 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. Reading Standards for Informational Text Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences

CONTENT
STANDARD

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).

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.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.
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 ST ANDARD		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.
CONT ENT ST AND ARD		Writing Standards
STRAND /		Research to Build and Present Knowledge

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

INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; GRADE LEVEL 10.8. assess the usefulness of each source in answering the research question; integrate information into the text EXPECTATION 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	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

Language Standards

STANDARD

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

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

CONTENT Language Standards **STANDARD**

or numbrated		
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
STRAND / INDICATOR		Vocabulary Acquisition and Use
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 17 Page 167-174
		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 ST ANDARD		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
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
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.
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 ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge

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 ST ANDARD		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 Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
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
	CCRA.L. 2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	2. CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	2. CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD	2. CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	2. CCRA.L. 3. CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language Vocabulary acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,

STRAND / INDICATOR		Key Ideas and Details
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 Reading Standards for Literacy in History/Social Studies 6–12 [RH] STANDARD

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

STANDARD

STRAND / INDICATOR		Integration of Knowledge and Ideas
	RH.9- L0.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

INDICATOR /	RH.9-	Compare and contrast treatments of the same topic in several primary and secondary sources.
GRADE LEVEL	10.9.	
EXPECTATION		

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

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

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.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.
CONTENT ST ANDARD		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 ST ANDARD		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 /WHST.9-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting orGRADE LEVEL10.10.a day or two) for a range of discipline-specific tasks, purposes, and audiences.EXPECTATION

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
		Writing Standards Text Types and Purposes
STANDARD	W.9- 10.1.	-
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL		Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL GRADE LEVEL	10.1. W.9-	Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that
ST ANDARD ST RAND / INDICAT OR / GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	10.1. W.9- 10.1.a. W.9-	Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL EXPECT ATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.9- 10.1.a. W.9- 10.1.b. W.9-	Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL EXPECT ATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	 W.9- 10.1.a. W.9- 10.1.b. W.9- 10.1.c. W.9- 	Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

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.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.
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.9-10.7.	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.

EXPECTATION 10.4.d.

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.
CONT ENT ST AND ARD		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 ST ANDARD		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.
CONT ENT ST ANDARD		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 L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

CONTENT ST ANDARD	Language Standards	
STRAND / INDICATOR	Vocabulary Acquisition and Use	

context or in a dictionary).

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

		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 ST ANDARD		College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR

INDICATOR /CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.GRADE LEVEL10.EXPECTATION

CONTENT College and Career Readiness Anchor Standards for Writing STANDARD

STRAND / INDICATOR		Text Types and Purposes*
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 /	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

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

CONTENT College and Career Readiness Anchor Standards for Writing STANDARD

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

 GRADE LEVEL
 5.

 EXPECTATION
 5.

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

 GRADE LEVEL
 6.

 EXPECTATION
 COMPARENT COMPARENT

CONTENT STANDARD College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Research to Build and Present Knowledge
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.

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 Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
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
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		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
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

INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STRAND / INDICATOR		Text Types and Purposes
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
GRADE LEVEL EXPECTATION	WHST.9- 10.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
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.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.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.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
INDICATOR / GRADE LEVEL EXPECTATION	WHST.9 -10.1.	Write arguments focused on discipline-specific content.
STRAND / INDICATOR		Text Types and Purposes
CONTENT STANDARD		Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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.
STRAND / INDICATOR		Integration of Knowledge and Ideas
CONTENT STANDARD		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
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.
INDICATOR / GRADE LEVEL EXPECTATION	RH.9- 10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.
CONT ENT ST ANDARD		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 /WHST.9-Draw evidence from informational texts to support analysis, reflection, and research.GRADE LEVEL10.9.EXPECTATION

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

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

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 ST ANDARD		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 ST ANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
	W.9- 10.1.	Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR INDICATOR / GRADE LEVEL		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION	10.1 . W.9-	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 GRADE LEVEL EXPECTATION	10.1. W.9- 10.1.a. W.9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	 W.9- 10.1.a. W.9- 10.1.b. W.9- 	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	 W.9- 10.1.a. W.9- 10.1.b. W.9- 10.1.c. W.9- 	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	 W.9- 10.1.a. W.9- 10.1.b. W.9- 10.1.c. W.9- 10.1.d. W.9- 	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

INDICATOR / 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.
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
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.9-10.7.	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 ST ANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing

INDICATOR / W.9-GRADE LEVEL 10.10. EXPECTATION 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	L.9-	Spell correctly.

CONTENT STANDARD

EXPECTATION 10.2.c.

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

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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).

STRAND / INDICATOR		Vocabulary Acquisition and Use
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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Grade 10 - Adopted: 2010

CONT ENT ST AND ARD		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.
CONT ENT ST ANDARD		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.
GRADE LEVEL	4.	
GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	4. CCRA.R.	meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	4. CCRA.R.	meanings, and analyze how specific word choices shape meaning or tone. 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.
GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND /	4. CCRA.R.	meanings, and analyze how specific word choices shape meaning or tone. 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. College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas

INDICATOR /CCRA.R.Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare theGRADE LEVEL9.approaches the authors take.EXPECTATIONSS

STRAND / INDICATOR	Range of reading and Level of text Complexity

 INDICATOR /
 CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.

 GRADE LEVEL
 10.

 EXPECTATION

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
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.
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		Research to Build and Present Knowledge
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

EXPECTATION

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

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

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

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		Reading Standards for Literacy in History/Social Studies 6–12 [RH]
STRAND / INDICATOR		Key Ideas and Details
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.

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

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

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

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 ST ANDARD		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 ST ANDARD		Writing Standards			
STRAND / INDICATOR		Text Types and Purposes			
	W.9- 10.1.	Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
INDICATOR INDICATOR / GRADE LEVEL		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning			
INDICATOR INDICATOR / GRADE LEVEL EXPECTATION	10.1 . W.9-	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 GRADE LEVEL EXPECTATION	10.1. W.9- 10.1.a. W.9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and			
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	 W.9- 10.1.a. W.9- 10.1.b. W.9- 	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships			
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	 W.9- 10.1.a. W.9- 10.1.b. W.9- 10.1.c. W.9- 	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the			
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	 10.1. W.9- 10.1.a. W.9- 10.1.b. W.9- 10.1.c. W.9- 10.1.d. W.9- 	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			

INDICATOR / 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.			
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 ST AND ARD		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.9-10.7.	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 ST ANDARD		Writing Standards			
STRAND / INDICATOR		Range of Writing			

INDICATOR / W.9-GRADE LEVEL 10.10. EXPECTATION 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		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.9-	Spell correctly.

CONTENT STANDARD

EXPECTATION 10.2.c.

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).

STRAND / INDICATOR		Vocabulary Acquisition and Use
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

CONT ENT ST AND ARD		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		College and Career Readiness Anchor Standards for Reading

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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.*

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
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*
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. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT		College and Career Readiness Anchor Standards for Writing
STANDARD		
STANDARD STRAND / INDICATOR		Production and Distribution of Writing
STRAND /	CCRA.W. 4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / INDICATOR / GRADE LEVEL	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
STRAND / INDICATOR / GRADE LEVEL EXPECTATION	4. CCRA.W. 5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND / INDICATORINDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATION	4. CCRA.W. 5. CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / INDICATORINDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATIONCONTENT	4. CCRA.W. 5. CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / INDICATORINDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATIONCONTENT STANDARDSTRAND /	4. CCRA.W. 5. CCRA.W. 6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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 ST AND ARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
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.
CONTENT ST ANDARD		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 ST ANDARD		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- 10.8.	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 ST ANDARD		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 ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
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 ST ANDARD		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 / RL.9-GRADE LEVEL 10.10. EXPECTATION 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 Writing Standards **STANDARD** STRAND / **Text Types and Purposes** INDICATOR INDICATOR / W.9-Write narratives to develop real or imagined experiences or events using effective technique, well-**GRADE LEVEL** 10.3. chosen details, and well-structured event sequences. **EXPECTATION GRADE LEVEL** W.9-Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) **EXPECTATION** 10.3.a. of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **GRADE LEVEL** W.9-Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop **EXPECTATION** 10.3.b. experiences, events, and/or characters. **GRADE LEVEL** W.9-Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **EXPECTATION** 10.3.c. **GRADE LEVEL** W.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, **EXPECTATION** 10.3.d. events, setting, and/or characters. W.9-**GRADE LEVEL** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of EXPECTATION 10.3.e. the narrative CONTENT Writing Standards **STANDARD** STRAND / **Production and Distribution of Writing** INDICATOR INDICATOR / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **GRADE LEVEL** 10.4. purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **EXPECTATION** W.9-INDICATOR / Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **GRADE LEVEL** 10.5. on addressing what is most significant for a specific purpose and audience. EXPECTATION INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 10.6. **EXPECTATION** CONTENT Writing Standards **STANDARD** STRAND / Research to Build and Present Knowledge INDICATOR INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text **EXPECTATION** selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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 Speaking and Listening Standards STANDARD

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	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 LEVELL.9-Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's ManualEXPECTATION10.3.a.for Writers) appropriate for the discipline and writing type.

CONTENT Language Standards STANDARD

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
STRAND / INDICATOR		Vocabulary Acquisition and Use
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 ST ANDARD		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.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Reading

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.*
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 ST ANDARD		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*
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 ST ANDARD		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		Research to Build and Present Knowledge
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
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 ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
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.
CONTENT ST ANDARD		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.
CONT ENT ST AND ARD		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
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- 10.8.	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.

EXPECTATION

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

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL	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
 Reading Standards for Literature

 STANDARD
 Key Ideas and Details

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

STANDARD STRAND / **Research to Build and Present Knowledge** INDICATOR INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8. assess the usefulness of each source in answering the research question; integrate information into the text **EXPECTATION** selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Writing Standards CONTENT ST AND ARD STRAND / **Range of Writing** INDICATOR INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION CONTENT Speaking and Listening Standards **STANDARD** STRAND / **Comprehension and Collaboration** INDICATOR INDICATOR / SL.9-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and GRADE LEVEL teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas 10.1. **EXPECTATION** and expressing their own clearly and persuasively. SL.9-**GRADE LEVEL** Come to discussions prepared, having read and researched material under study; explicitly draw on that **EXPECTATION** 10.1.a. 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 SL.9-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or EXPECTATION larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 10.1.c. GRADE LEVEL SL.9-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when EXPECTATION 10.1.d. warranted, gualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CONTENT Language Standards **STANDARD** STRAND / **Conventions of Standard English** INDICATOR INDICATOR / L.9-Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** 10.1. speaking. **EXPECTATION** GRADE LEVEL 1.9-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses EXPECTATION 10.1.b. (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. CONTENT Language Standards **STANDARD** STRAND / **Conventions of Standard English** INDICATOR INDICATOR / L.9-Demonstrate command of the conventions of standard English capitalization, punctuation, and GRADE LEVEL 10.2. spelling when writing.

CONTENT

EXPECTATION

Writing Standards

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
STRAND / INDICATOR		Vocabulary Acquisition and Use
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 22 Page 249-276
		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 /CCRA.R.Analyze how and why individuals, events, and ideas develop and interact over the course of a text.GRADE LEVEL3.EXPECTATION

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 ST ANDARD		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
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*
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
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		Research to Build and Present Knowledge
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
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 ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
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.
CONTENT ST ANDARD		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
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	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST]
STANDARD	

STRAND / INDICATOR		Research to Build and Present Knowledge
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 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12 [WHST] STANDARD

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 Literature
STRAND / INDICATOR		Key Ideas and Details
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
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	

INDICATOR / RL.9-GRADE LEVEL 10.10. EXPECTATION 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- 10.2.	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.
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.
INDICATOR / GRADE LEVEL		
INDICATOR / GRADE LEVEL EXPECTATION	10.3. W.9-	chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	10.3. W.9- 10.3.a. W.9-	chosen details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	 W.9- 10.3.a. W.9- 10.3.b. W.9- 	chosen details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	 W.9- 10.3.a. W.9- 10.3.b. W.9- 10.3.c. W.9- 	chosen details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	 W.9- 10.3.a. W.9- 10.3.b. W.9- 10.3.c. W.9- 10.3.d. W.9- 10.3.e. 	chosen details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

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

Language Standards

writing or presentations.

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

EXPECTATION 10.2.c.

CONTENT Language Standards STANDARD

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.

Language Standards

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EXPECTATION

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

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vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 10 - Adopted: 2010

College and Career Readiness Anchor Standards for Reading

CONTENT STANDARD

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	College and	Career	Readiness	Anchor	Standards fo	r Reading
STANDARD						

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.*
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 ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity

 INDICATOR /
 CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.

 GRADE LEVEL
 10.

 EXPECTATION

CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
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 ST ANDARD		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		Research to Build and Present Knowledge
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
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

CONTENT

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
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.

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.

STANDARD		
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.

gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Language

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

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).

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.
CONT ENT ST AND ARD		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- 10.8.	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.
CONT ENT ST AND ARD		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 ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
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

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- 10.2.	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.
GRADE LEVEL	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 LEVELW.9-Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,EXPECTATION10.3.d.events, setting, and/or characters.

GRADE LEVELW.9-Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course ofEXPECTATION10.3.e.the narrative.

CONTENT Writing Standards

STRAND / **Production and Distribution of Writing** INDICATOR INDICATOR / W.9-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **GRADE LEVEL** 10.4. purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) EXPECTATION INDICATOR / W.9-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing **GRADE LEVEL** 10.5. on addressing what is most significant for a specific purpose and audience. **EXPECTATION** INDICATOR / W.9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking **GRADE LEVEL** 10.6. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **EXPECTATION** CONTENT Writing Standards ST AND ARD STRAND / **Research to Build and Present Knowledge** INDICATOR INDICATOR / W.9-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **GRADE LEVEL** 10.8 assess the usefulness of each source in answering the research question; integrate information into the text **EXPECTATION** selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CONTENT Writing Standards **STANDARD** STRAND / **Range of Writing** INDICATOR INDICATOR / W.9-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a GRADE I EVEL 10.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. EXPECTATION CONTENT Speaking and Listening Standards **STANDARD** STRAND / **Comprehension and Collaboration** INDICATOR INDICATOR / SL.9-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and GRADE I EVEL 10.1. teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas **EXPECTATION** and expressing their own clearly and persuasively. **GRADE LEVEL** SL.9-Come to discussions prepared, having read and researched material under study; explicitly draw on that EXPECTATION 10.1.a. 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 LEVELSL.9-Propel conversations by posing and responding to questions that relate the current discussion to broader themes orEXPECTATION10.1.c.larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

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	L.9-	Spell correctly.

CONTENT

EXPECTATION 10.2.c.

Language Standards

Language Standards

STANDARD

STRAND / Knowledge of Language INDICATOR INDICATOR / L.9-Apply knowledge of language to understand how language functions in different contexts, to make **GRADE LEVEL** effective choices for meaning or style, and to comprehend more fully when reading or listening. 10.3. **EXPECTATION** Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual GRADE LEVEL 19-EXPECTATION 10.3 a for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD

STRAND / Vocabulary Acquisition and Use INDICATOR INDICATOR / L.9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **GRADE LEVEL** 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. **EXPECTATION** GRADE LEVEL 1.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EXPECTATION 10.4.a. GRADE LEVEL 19-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in EXPECTATION 10.4.d. context or in a dictionary).

CONTENT Language STANDARD

STRAND / INDICATOR		Vocabulary Acquisition and Use
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 24 Page 281-281
		Nevada Academic Content Standards Language Arts
		Grade 10 - Adopted: 2010
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.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
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
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.
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. 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. 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
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.
CONTENT ST ANDARD		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.
CONTENT ST ANDARD		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 ST ANDARD		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).
CONT ENT ST AND ARD		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 ST ANDARD		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.
CONT ENT ST AND ARD		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		Vocabulary Acquisition and Use

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