Maryland English Language Arts Standards: Reading Literature » Grade 6	
Maryland English Language Arts Standar	ds: Reading Literature » Grade 6
Key Ideas and I	Details
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB/TWE: 10, 13, 21, 40, 80, 91, 101, 132, 133, 135, 186, 222, 227, 242, 314, 327, 356, 366, 401, 414
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	SB/TWE: 13, 32, 33, 40, 76, 80, 81, 91, 101, 126, 127, 132, 133, 179, 186, 210, 212, 222, 304, 310, 314, 354, 356, 360, 366, 388, 391, 401
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	SB/TWE: 15, 16, 17, 21, 25, 30, 40, 80, 83, 91, 135, 171, 177, 186, 199, 226, 228, 229, 230, 242, 316, 317, 327, 401
Craft and Stru	cture
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	SB/TWE: 8, 23, 24, 43, 46, 49, 50, 60, 61, 74, 75, 110, 111, 124, 137, 155, 156, 169, 182, 208, 224, 244, 265, 280, 302, 308, 309, 322, 330, 332, 338, 340, 341, 352, 358, 359, 369, 370, 371, 373, 386 TWE only: 10, 25, 62, 76, 112, 126, 139, 143, 157, 171, 188, 210, 226, 246, 267, 282, 294, 310, 332, 354, 371, 388
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	SB/TWE: 34, 84, 85, 91, 128, 129, 135, 179, 186, 199, 215, 222, 232, 235, 242, 327, 396, 401
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	SB/TWE: 34, 40, 130, 132, 133, 135, 200, 242, 319, 327, 366, 396, 401
Integration of Knowled	dge and Ideas
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	SB/TWE: 180, 181
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	SB/TWE: 202, 360, 366
Range of Reading and Level of Text Complexity	
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB/TWE: 62, 63, 64, 112, 113, 114, 157, 158, 159, 267, 268, 282, 283

Maryland English Language Arts Standard	ls: Reading Information » Grade 6
Key Ideas and I	Details
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB/TWE: 56, 58, 62, 64, 72, 101, 122, 153, 168, 198, 201, 250, 262, 272, 278, 292, 305, 349, 383, 415, 416
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	SB/TWE: 49, 58, 62, 64, 72, 101, 112, 114, 115, 122, 153, 157, 159, 168, 197, 246, 251, 262, 267, 269, 278, 282, 283, 284, 292, 336, 341, 349, 383, 415, 416
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	SB/TWE: 62, 64, 72, 139, 141, 153, 198, 278, 341, 349
Craft and Stru	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SB/TWE: 8, 23, 24, 43, 46, 49, 50, 60, 61, 74, 75, 110, 111, 124, 137, 155, 156, 169, 182, 208, 224, 244, 265, 280, 302, 308, 309, 322, 330, 332, 338, 340, 341, 352, 358, 359, 369, 370, 371, 373, 386 TWE only: 10, 25, 62, 76, 112, 126, 139, 143, 157, 171, 188, 210, 226, 246, 267, 282, 294, 310, 332, 354, 371, 388
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	SB/TWE: 101, 112, 115, 142, 144, 153, 292, 304, 343, 344, 349
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	SB/TWE: 58, 66, 72, 122, 147, 153, 162, 163, 168, 201, 252, 262, 271, 272, 278, 285, 286, 292, 341, 383
Integration of Knowled	dge and Ideas
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	SB/TWE: 254, 255, 258, 262, 376, 377, 383
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	SB/TWE: 50, 51, 53, 58, 101, 285, 286, 287, 288, 374, 375, 383
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	SB/TWE: 67, 68, 72, 101, 273, 274, 278
Range of Reading and Level of Text Complexity	
MCCRS.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB/TWE: 62, 112, 113,114, 157, 158, 159, 267, 268, 282, 283

## Maryland English Language Arts Standards: Writing » Grade 6

## **Text Types and Purposes**

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1.d Establish and maintain a formal style.
- W.6.1.e Provide a concluding statement or section that follows from the argument presented.

SB/TWE: 55, 56, 107, 165, 218, 240, 306, 406, 408, 410, 417

- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2.e Establish and maintain a formal style.
- W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.

SB/TWE: 14, 32, 35, 66, 69, 71, 86, 88, 97, 98, 99, 100, 132, 150, 165, 182, 202, 251, 289, 296, 298, 299, 316, 318, 340, 345, 348, 358, 363, 364, 381, 392, 397, 399, 411, 412

W.6.3 Write narratives to develop real or imagined	
experiences or events using effective technique, relevant	
descriptive details, and well-structured event sequences.	
• W.6.3.a Engage and orient the reader by establishing a	
context and introducing a narrator and/or characters; organize	
an event sequence that unfolds naturally and logically.	
• W.6.3.b Use narrative techniques, such as dialogue, pacing,	
and description, to develop experiences, events, and/or	
characters.	
• W.6.3.c Use a variety of transition words, phrases, and	
clauses to convey sequence and signal shifts from one time	
frame or setting to another.	
• W.6.3.d Use precise words and phrases, relevant descriptive	
details, and sensory language to convey experiences and	
events.	SB/TWE: 16, 20, 38, 165, 184,
• W.6.3.e Provide a conclusion that follows from the narrated	188, 189, 191, 192, 193, 194,
experiences or events.	195, 196, 240, 276, 325, 400
Production and Distribu	tion of Writing
W.6.4 Produce clear and coherent writing in which the	SB/TWE: 20, 37, 55, 71, 89, 94, 96, 97, 98, 99,
development, organization, and style are appropriate to task,	100, 107, 119, 120, 150, 188, 194, 195, 196, 188,
purpose, and audience. (Grade-specific expectations for	189, 193, 220, 240, 258, 295, 299, 300, 301, 403,
writing types are defined in standards 1-3 above.)	404, 410, 411, 412
	SB/TWE: 55, 94, 96, 97, 98, 99,
develop and strengthen writing as needed by planning,	100, 107, 119, 188, 194, 195,
revising, editing, rewriting, or trying a new approach. (Editing	196, 188, 189, 193, 295, 299,
for conventions should demonstrate command of Language	300, 301, 403, 404, 410, 411,
standards 1-3 up to and including grade 6.)	412
W.6.6 Use technology, including the Internet, to produce and	
publish writing as well as to interact and collaborate with	
others; demonstrate sufficient command of keyboarding skills	SB/TWE: 20, 37, 71, 89, 100,
to type a minimum of	120, 150, 196, 220, 240, 258,
three pages in a single sitting.	301, 347, 348, 381
Research to Build and Pro	esent Knowledge
W.6.7 Conduct short research projects to answer a question,	CD/TWF 55 00 107 150 151
drawing on several sources and refocusing the inquiry when	SB/TWE: 55, 88, 107, 150, 151,
appropriate.	290, 348, 405, 407
W.6.8 Gather relevant information from multiple print and	
digital sources; assess the credibility of each source; and quote	
or paraphrase the data and conclusions of others while	GD/ENVE 71 00 151 102 202
avoiding plagiarism and providing basic bibliographic	SB/TWE: 71, 88, 151, 182, 290,
information for sources.	348, 381, 405, 407

П

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. • W.6.9.a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in SB/TWE: 16, 18, 35, 84, 86, 89, terms of their approaches to similar themes and topics"). 98, 99, 100, 107, 119, 129, 148, • W.6.9.b Apply grade 6 Reading standards to literary 164, 202, 253, 256, 271, 275, nonfiction (e.g., "Trace and evaluate the argument and specific 306, 316, 318, 345, 358, 363, claims in a text, distinguishing claims that are supported by 364, 392, 397, 399, 411, 412, reasons and evidence from claims that are not"). 417 Range of Writing W.6.10 Write routinely over extended time frames (time for research, 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. SB/TWE: 188, 294, 403 Maryland English Language Arts Standards: Speaking and Listening » Grade 6 **Comprehension and Collaboration** SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. • SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • SL.6.1.b Follow rules for collegial discussions, set specific SB/TWE: 16, 33, 35, 50, 67, 69, goals and deadlines, and define individual roles as needed. 82, 84, 99, 116, 117, 119, 128, • SL.6.1.c Pose and respond to specific questions with 131, 141, 147, 151, 162, 180, elaboration and detail by making comments 194, 212, 214, 237, 253, 256, that contribute to the topic, text, or issue under discussion. 260, 271, 273, 275, 285, 287, • SL.6.1.d Review the key ideas expressed and demonstrate 289, 316, 322, 341, 345, 358, understanding of multiple perspectives through reflection and 361, 374, 376, 378, 392, 396, paraphrasing. 397, 410 SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how SB/TWE: 117, 150, 212, 214, it contributes to a topic, text, or issue under study. 237, 289, 378 SL.6.3 Delineate a speaker's argument and specific claims, SB/TWE: 69, 128, 131, 180, 214, distinguishing claims that are supported by reasons and evidence from claims that are not. 256, 273, 287, 289, 380

Presentation of Knowledge and Ideas

SB/TWE: 16, 33, 35, 69, 71, 120,

133, 150, 151, 165, 240, 260,

273, 289, 316, 322, 345, 358,

361, 378, 381

SL.6.4 Present claims and findings, sequencing ideas logically

accentuate main ideas or themes; use appropriate eye contact,

and using pertinent descriptions, facts, and details to

adequate volume, and clear pronunciation.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  B/TWE: 71, 89, 120, 133, 150, 240, 378, 381	
clarify information. [240, 378, 381]	
SD WYYD 46 AA AA 65 C	
SL.6.6 Adapt speech to a variety of contexts and tasks,	
Idemonstrating command of formal English when indicated or [71, 82, 84, 89, 99, 151, 183,	
Inpropriate (See grade 6 Language standards 1 and 3 for	
specific expectations (361, 3/4, 3/6, 381, 392, 396,	
397, 410	
Maryland English Language Arts Standards: Language » Grade 6	
Conventions of Standard English	
L.6.1 Demonstrate command of the SB/TWE: 18, 36, 69, 88, 89, 99,	
conventions of standard English grammar 100, 131, 179, 195, 196, 219,	
and usage when writing or speaking. 237, 302, 361, 411, 412	
SB/TWE: 18, 36, 69, 88, 89, 99,	
L.6.1.a Ensure that pronouns are in the proper case 100, 131, 179, 195, 196, 219,	
(subjective, objective, possessive). 237, 302, 361, 411, 412	
SB/TWE: 18, 36, 69, 88, 89, 99,	
100, 131, 179, 195, 196, 219,	
L.6.1.b Use intensive pronouns (e.g., myself, ourselves). 237, 302, 361, 411, 412	
SB/TWE: 18, 36, 69, 88, 89, 99,	
L.6.1.c Recognize and correct inappropriate shifts in pronoun 100, 131, 179, 195, 196, 219,	
number and person.* 237, 302, 361, 411, 412	
SB/TWE: 18, 36, 69, 88, 89, 99,	
L.6.1.d Recognize and correct vague pronouns (i.e., ones with 100, 131, 179, 195, 196, 219,	
unclear or ambiguous antecedents).*  237, 302, 361, 411, 412	
L.6.1.e Recognize variations from standard English in their	
own and others' writing and speaking, and identify and use SB/TWE: 18, 34, 35, 38, 94, 134, 195, 206, 300	),
strategies to improve expression in conventional language.* 301, 359	
SB/TWE: 36, 55, 86, 88, 99, 100,	
149, 195, 196, 218, 257, 276,	
L.6.2 Demonstrate command of the conventions of standard 289, 301, 302, 346, 398, 411,	
English capitalization, punctuation, and spelling when writing. 412	
SB/TWE: 36, 55, 86, 88, 99, 100,	
149, 195, 196, 218, 257, 276,	
L.6.2.a Use punctuation (commas, parentheses, dashes) to set 289, 301, 302, 346, 398, 411,	
off nonrestrictive/parenthetical elements.*	
SB/TWE: 56, 89, 100, 196, 301, 411,	
L.6.2.B Spell correctly. 412	
Knowledge of Language	
SB/TWE: 18, 36, 71, 88, 89, 99,	
L.6.3 Use knowledge of language and its conventions when 100, 195, 196, 301, 302, 378,	
writing, speaking, reading, or listening. 381, 411, 412	
L.6.3.a Vary sentence patterns for meaning, reader/listener	
interest, and style.* SB/TWE: 378, 398,	
SB/TWE: 36, 55, 86, 88, 99, 100,	
149, 195, 196, 218, 257, 276,	
289, 301, 302, 346, 398, 411,	
L.6.3.b Maintain consistency in style and tone.* 412	

	SB/TWE: 8, 23, 24, 43, 46, 49,
	50, 60, 61, 74, 75, 110, 111,
	124, 137, 155, 156, 169, 182,
	208, 224, 244, 265, 280, 302,
	308, 309, 322, 330, 332, 338,
	340, 341, 352, 358, 359, 369,
	370, 371, 373, 386
	TWE: 10, 25, 62, 76, 112,
L.6.4 Determine or clarify the meaning of unknown and	126, 139, 143, 157, 171, 188,
multiple-meaning words and phrases based on grade 6 reading	
and content, choosing flexibly from a range of strategies.	310, 332, 354, 371, 388
and content, choosing flexiory from a range of strategies.	
	SB/TWE: 8, 23, 24, 43, 46, 49,
	50, 60, 61, 74, 75, 110, 111,
	124, 137, 155, 156, 169, 182,
	208, 224, 244, 265, 280, 302,
	308, 309, 322, 330, 332, 338,
	340, 341, 352, 358, 359, 369,
	370, 371, 373, 386
	TWE only: 10, 25, 62, 76, 112,
L.6.4.a Use context (e.g., the overall meaning of a sentence or	126, 139, 143, 157, 171, 188,
paragraph; a word's position or function in a sentence) as a	210, 226, 246, 267, 282, 294,
clue to the meaning of a word or phrase.	310, 332, 354, 371, 388
eras to the meaning of a west of phases	
	SB/TWE: 8, 23, 24, 43, 46, 49,
	50, 60, 61, 74, 75, 110, 111,
	124, 137, 155, 156, 169, 182,
	208, 224, 244, 265, 280, 302,
	308, 309, 322, 330, 332, 338,
	340, 341, 352, 358, 359, 369,
	370, 371, 373, 386
	TWE only: 10, 25, 62, 76, 112,
L.6.4.b Use common, grade appropriate Greek or Latin affixes	126, 139, 143, 157, 171, 188,
and roots as clues to the meaning of a word (e.g., audience,	210, 226, 246, 267, 282, 294,
auditory, audible).	310, 332, 354, 371, 388
	SB/TWE: 8, 23, 24, 43, 46, 49,
	50, 60, 61, 74, 75, 110, 111,
	124, 137, 155, 156, 169, 182,
	208, 224, 244, 265, 280, 302,
	308, 309, 322, 330, 332, 338,
	340, 341, 352, 358, 359, 369,
	370, 371, 373, 386
L.6.4.c Consult reference materials (e.g., dictionaries,	TWE only: 10, 25, 62, 76, 112,
glossaries, thesauruses), both print and digital, to find the	126, 139, 143, 157, 171, 188,
pronunciation of a word or determine or clarify its precise	210, 226, 246, 267, 282, 294,
meaning or its part of speech.	310, 332, 354, 371, 388
meaning of its part of specon.	210, 222, 227, 211, 200

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	SB/TWE: 8, 23, 24, 43, 46, 49,
	50, 60, 61, 74, 75, 110, 111,
	124, 137, 155, 156, 169, 182,
	208, 224, 244, 265, 280, 302,
	308, 309, 322, 330, 332, 338,
	340, 341, 352, 358, 359, 369,
	370, 371, 373, 386
	TWE only: 10, 25, 62, 76, 112,
L.6.4.d Verify the preliminary determination of the meaning of	
a word or phrase (e.g., by checking the inferred meaning in	210, 226, 246, 267, 282, 294,
context or in a dictionary).	310, 332, 354, 371, 388
*/	SB/TWE: 10, 25, 34, 46, 49, 50,
	62, 76, 120, 126, 135, 164, 198,
	222, 242, 258, 294, 302, 322,
L.6.5 Demonstrate understanding of figurative language, word	332, 338, 354, 358, 359, 371,
relationships, and nuances in word meanings.	388, 393, 394
retutionships, and numbers in word meanings.	SB/TWE: 10, 25, 34, 46, 49, 50,
	62, 76, 120, 126, 135, 164, 198,
	222, 242, 258, 294, 302, 322,
L.6.5.a Interpret figures of speech (e.g., personification) in	332, 338, 354, 358, 359, 371,
	388, 393, 394
context.	
	SB/TWE: 10, 25, 34, 46, 49, 50,
	62, 76, 120, 126, 135, 164, 198,
L.6.5.b Use the relationship between particular words (e.g.,	222, 242, 258, 294, 302, 322,
cause/effect, part/whole, item/category) to better understand	332, 338, 354, 358, 359, 371,
each of the words.	388, 393, 394
	SB/TWE: 10, 25, 34, 46, 49, 50,
	62, 76, 120, 126, 135, 164, 198,
L.6.5.c Distinguish among the connotations (associations) of	222, 242, 258, 294, 302, 322,
words with similar denotations (definitions) (e.g., stingy,	332, 338, 354, 358, 359, 371,
scrimping, economical, thrifty).	388, 393, 394
L.6.6 Acquire and use accurately grade appropriate general	
academic and domain-specific words and phrases; gather	
vocabulary knowledge when considering a word or phrase	SB/TWE: 18, 34, 35, 38, 94, 134, 195, 206, 300,
important to comprehension or expression.	301, 359

Perfection Learning Connections: English Language Arts correlated to Maryland ELA Standards

Maryland English Language Arts Standards: Read	Perfection Learning Connections: English Language Arts correlated to Maryland ELA Standards  Maryland English Language Arts Standards: Reading Literature » Grade 7		
Key Ideas and Details			
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB/TWE: 10, 13, 21, 40, 80, 91, 101, 132, 133, 135, 186, 222, 227, 242, 314, 327, 356, 366, 401, 414		
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	SB/TWE: 43–45, 70, 78–80, 109–115, 253–255, 265–267, 302–303, 336–337, 360, 386–387, 417–418, 427–428, 437–442		
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	SB/TWE: 34–36, 202–203, 213, 293–294, 336–337, 360, 385–386, 400–401, 402–403, 421–422, 427–428		
Craft and Structure			
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	SB/TWE: 8, 20–22, 29, 46, 64, 74–75, 81, 118, 131, 138, 157, 176, 195, 227, 228, 232, 268, 286, 298, 304, 340, 363, 380, 394, 411 TWE: 10, 31, 48, 83, 99, 120, 159, 173, 178, 197, 214, 234, 249, 251, 270, 274, 288, 306, 324, 342, 371, 382, 396, 413, 429		
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	SB/TWE: 53, 164–165, 174–175, 183–184, 192–194, 227, 239–241		
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	SB/TWE: 72–73, 78–80, 135– 137, 204–206, 213, 292–293, 302–303, 336–337, 347–349, 360, 385–386, 409–410, 437– 442		
Integration of Knowledge and l			
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	SB/TWE: 127–131, 274–278, 284–285		
RL.7.8 (RL.7.8 not applicable to literature) RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	SB/TWE: 38, 42, 127-131,135-137		
Range of Reading and Level of Text Complexity			
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity	SB/TWE: 10-12, 178-181, 270-272, 306-308, 312-314		
band proficiently, with scaffolding as needed at the high end of the range.			
	» Grade 7		

	T
	SB/TWE: 26–28, 51, 61–63,
	96–98, 109–115, 120, 155–156,
RI.7.1 Cite several pieces of textual evidence to support analysis of	162–163, 174–175, 192–194,
what the text says explicitly as well as inferences drawn from the text.	226, 227, 229, 247–248,
	284–285, 308–309, 322–323,
	333–336
DIGOD : 1 d d d d d d d d d d d d d d d d d d	SB/TWE: 10, 13, 26–28, 48,
RI.7.2 Determine two or more central ideas in a text and analyze their	144–145, 155–156, 174–175,
development over the course of the text; provide an objective summary	192–194, 225, 226, 229,
of the text.	247–248, 272–274, 284–285,
	333–336
RI.7.3 Analyze the interactions between individuals, events, and ideas	GD/TN/E 101 102 227 220
in a text (e.g., how ideas influence individuals or events, or how	SB/TWE: 181–183, 237–239,
individuals influence ideas or events).	333–336, 346–347
Craft and Structure	
Crait and Structure	SD/TWE. 9 20 22 20 46 64
	SB/TWE: 8, 20–22, 29, 46, 64,
	74–75, 81, 118, 131, 138, 157,
	176, 195, 227, 228, 232, 268,
RI.7.4 Determine the meaning of words and phrases as they are used in	286, 298, 304, 340, 363, 380,
a text, including figurative, connotative, and technical meanings;	394, 411
analyze the impact of a specific word choice on meaning and	TWE: 10, 31, 48, 83, 99, 120,
tone.	159, 173, 178, 197, 214, 234,
	249, 251, 270, 274, 288, 306,
	324, 342, 371, 382, 396, 413,
	429
Diff. 1	
RI.7.5 Analyze the structure an author uses to organize a text,	SB/TWE: 53, 164–165, 174–175,
including how the major sections contribute to the whole and to the	183–184, 192–194, 227, 239–
development of the ideas.	241
	SB/TWE: 47, 56, 61–63, 83–86,
RI.7.6 Determine an author's point of view or purpose in a text and	96–98, 109–115, 124–126, 166–
analyze how the author distinguishes his or her position from that of	167, 174–175, 228, 241–242,
others.	247–248, 309–311, 322–323,
	333–336
Integration of Knowledge and I	I .
integration of knowledge and i	
RI.7.7 Compare and contrast a text to an audio, video, or multimedia	
version of the text, analyzing each medium's portrayal of the subject	SB/TWE: 127–131, 274–278, 284–285
(e.g., how the delivery of a speech affects the impact of the words).	
	GD /FW IF 15 04 02 04 5
RI.7.8 Trace and evaluate the argument and specific claims in a text,	SB/TWE: 17, 86–88, 96–98,
assessing whether the reasoning is sound and the evidence is relevant	148–150, 185–187, 193–194,
and sufficient to support the claims.	308–309, 322–323
RI.7.9 Analyze how two or more authors writing about the same topic	SB/TWE: 89–92, 96–98, 278–
shape their presentations of key information by emphasizing different	280, 284–285, 314–317, 322–
evidence or advancing different interpretations of facts.	323, 354–355, 371–372, 379
Range of Reading and Level of Text (	
RI.7.10 By the end of the year, read and comprehend literary	
nonfiction in the grades 6-8 text complexity band proficiently, with	SB/TWE: 10-12, 178-181, 270-272, 306-
	308, 312-314
scaffolding as needed at the high end of the range.	W. W. C. J. T.
Maryland Finglish Language Arts Standards	Writing » Grade 7
Maryland English Language Arts Standards: Text Types and Purposes	

W.7.1 Write arguments to support claims with clear reasons and	
relevant evidence.	
• W.7.1.a Introduce claim(s), acknowledge alternate or opposing	
claims, and organize the reasons	
and evidence logically.	
• W.7.1.b Support claim(s) with logical reasoning and relevant	
evidence, using accurate, credible	
sources and demonstrating an understanding of the topic or text.	
• W.7.1.c Use words, phrases, and clauses to create cohesion and	
clarify the relationships among	
claim(s), reasons, and evidence.	
• W.7.1.d Establish and maintain a formal style.	SB/TWE: 24, 94–95, 99–108,
• W.7.1.e Provide a concluding statement or section that follows from	109–115, 133, 148, 152, 165,
and supports the argument	244, 281–282, 299, 309, 338,
presented.	376, 387, 406–407
<ul> <li>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>W.7.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among</li> </ul>	
ideas and concepts.	SB/TWE: 58, 76, 131, 132, 148,
W.7.2.d Use precise language and domain-specific vocabulary to	163, 170, 171, 184, 202, 206–
inform about or explain the topic.	208, 209, 214–224, 229–230,
W.7.2.e Establish and maintain a formal style.	239, 241, 274, 278, 282–283,
<ul> <li>W.7.2.e Establish and maintain a formal style.</li> <li>W.7.2.f Provide a concluding statement or section that follows from</li> </ul>	311, 319–320, 357–358, 363,
• w./.2.1 Provide a concluding statement of section that follows from	311, 319–320, 337–338, 303,

and supports the information

or explanation presented.

442

377, 417, 422, 429–436, 440–

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
• W.7.9.a Apply grade 7 Reading standards to literature (e.g.,	
"Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the	
same period as a means of	
understanding how authors of fiction use or alter history").	
• W.7.9.b Apply grade 7 Reading standards to literary nonfiction (e.g.	
"Trace and evaluate the argument and specific claims in a text,	SB/TWE: 75, 76, 94-95, 100-101, 109-
assessing whether the reasoning is sound and the evidence is relevant	115, 229-230, 256, 259, 281-283, 293,
and sufficient to support the claims").	294, 299, 300, 338, 371, 440-442
W.7.10 Write routinely over extended time frames (time for research,	
reflection, and revision) and shorter time frames (a single sitting or a	
day or two) for a range of discipline-specific tasks, purposes, and	SB/TWE: 99, 109, 214, 225, 324, 333,
audiences.	483, 437
Maryland English Language Arts Standards: Speakin	ng and Listening » Grade 7
Comprehension and Collabora	tion
SL.7.1 Engage effectively in a range of collaborative discussions (one-	
on-one, in groups, and teacher-led) with diverse partners on grade 7	
topics, texts, and issues, building on others' ideas and expressing their	TWE: 94, 148, 150, 201, 206,
own clearly.	209, 319–320, 320–321
SL.7.1.a Come to discussions prepared, having read or researched	SB/TWE: 23, 37, 59–60, 71, 131, 145, 148, 150, 164, 201, 206,
material under study; explicitly draw on that preparation by referring to	
	280, 292, 294, 309, 311, 317,
discussion.	320–321, 370, 417
	TWE: 93
	SB/TWE: 23, 37, 59–60, 71, 131,
	145, 148, 150, 164, 201, 206,
SL.7.1.b Follow rules for collegial discussions, track progress toward	209, 239, 241, 255, 258, 278,
specific goals and deadlines, and define individual roles as needed.	280, 292, 294, 309, 311, 317,
	320–321, 370, 417
	TWE: 93
	SB/TWE: 23, 37, 59–60, 71, 131,
SL.7.1.c Pose questions that elicit elaboration and respond to others'	145, 148, 150, 164, 201, 206, 209, 239, 241, 255, 258, 278,
questions and comments with relevant observations and ideas that	280, 292, 294, 309, 311, 317,
bring the discussion back on topic as needed.	320–321, 370, 417
	TWE: 93
	SB/TWE: 23, 37, 59–60, 71, 131,
	145, 148, 150, 164, 201, 206,
SL.7.1.d Acknowledge new information expressed by others and, when	209, 239, 241, 255, 258, 278,
warranted, modify their own views.	280, 292, 294, 309, 311, 317,
	320–321, 370, 417
	TWE: 93
SL.7.2 Analyze the main ideas and supporting details presented in	TWE 04 140 150 201 206
diverse media and formats (e.g., visually, quantitatively, orally) and	TWE: 94, 148, 150, 201, 206,
explain how the ideas clarify a topic, text, or issue under study.	209, 319–320, 320–321 SP/TWE: 20, 23, 50, 60, 200
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the	SB/TWE: 20, 23, 59–60, 209, 320–321
evidence	TWE: 94
0.1001100	x 11 ±11 / 1

Presentation of Knowledge and	Ideas	
SL.7.4 Present claims and findings, emphasizing salient points in a		
focused, coherent manner with pertinent descriptions, facts, details,	SB/TWE: 23, 39, 57–58, 59–60,	
and examples; use appropriate eye contact, adequate	94, 190, 209, 262–263, 319–	
volume, and clear pronunciation.	320, 320–321, 391	
SL.7.5 Include multimedia components and visual displays in	SB/TWE: 57–58, 75, 190, 262–	
presentations to clarify claims and findings and emphasize salient	263, 319–320, 391	
points	TWE: 94	
ponts	1 W.L. 54	
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating		
command of formal English when indicated or appropriate. (See grade	SD/TWE: 04 100 200 220 255 204	
7 Language standards 1 and 3 for specific expectations.)	SB/TWE: 94, 190, 209, 239, 255, 294,	
M I I PII A COLLI	319-320, 407	
Maryland English Language Arts Standards: I Conventions of Standard Engl		
Conventions of Standard Engi		
	SB/TWE: 39–40, 57–58, 93, 108,	
1710 44 161 - 4 64 1 15 11	167–169, 174–175, 187–189,	
L.7.1 Demonstrate command of the conventions of standard English	192–194, 224, 256, 280–281,	
grammar and usage when writing or speaking.	331, 332, 436	
	SB/TWE: 39–40, 57–58, 93, 108,	
	167–169, 174–175, 187–189,	
function in specific sentences.	192–194, 224, 256, 280–281,	
	331, 332, 436	
	SB/TWE: 39–40, 57–58, 93, 108,	
L.7.1.b Choose among simple, compound, complex, and compound-	167–169, 174–175, 187–189,	
complex sentences to signal differing relationships among ideas.	192–194, 224, 256, 280–281,	
	331, 332, 436	
	SB/TWE: 39–40, 57–58, 93, 108,	
L.7.1.c Place phrases and clauses within a sentence, recognizing and	167–169, 174–175, 187–189,	
correcting misplaced and dangling modifiers.*	192–194, 224, 256, 280–281,	
	331, 332, 436	
	SB/TWE: 39–40, 108, 150, 155–	
L.7.2 Demonstrate command of the conventions of standard English	156, 224, 243–244, 247–248,	
capitalization, punctuation, and spelling when writing.	317–319, 322–323, 332, 356–	
capitalization, punctuation, and spenning when writing.	357, 374, 436	
I 72 - II	SB/TWE: 39–40, 57–58, 93, 108,	
L.7.2.a Use a comma to separate coordinate adjectives (e.g., It was a	167–169, 174–175, 187–189,	
fascinating, enjoyable movie but not He wore an old[,] green shirt).	192–194, 224, 256, 280–281,	
	331, 332, 436	
L.7.2.b Spell correctly.	SB/TWE: 76, 108, 170, 224, 332, 436	
Knowledge of Language		
	SB/TWE: 39–40, 108, 150, 155–	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	156, 224, 243–244, 247–248,	
	317–319, 322–323, 332, 356–	
	357, 374, 436	
L.7.3.a Choose language that expresses ideas precisely and concisely,	SB/TWE: 39–40, 108, 150, 155–	
	156, 224, 243–244, 247–248,	
	317–319, 322–323, 332, 356–	
	357, 374, 436	
Vocabulary Acquisition and U		
v ocabulat y Acquistion and C	Jou	

MCCRS.L.7.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	SB/TWE: 8, 20–22, 29, 46, 64, 74–75, 81, 118, 131, 138, 157, 176, 195, 227, 228, 232, 268, 286, 298, 304, 340, 363, 380, 394, 411 TWE: 10, 31, 48, 83, 99, 120, 159, 173, 178, 197, 214, 234, 249, 251, 270, 274, 288, 306, 324, 342, 371, 382, 396, 413, 429
MCCRS.L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	SB/TWE: 8, 20–22, 29, 46, 64, 74–75, 81, 118, 131, 138, 157, 176, 195, 227, 228, 232, 268, 286, 298, 304, 340, 363, 380, 394, 411 TWE: 10, 31, 48, 83, 99, 120, 159, 173, 178, 197, 214, 234, 249, 251, 270, 274, 288, 306, 324, 342, 371, 382, 396, 413, 429
MCCRS.L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	SB/TWE: 8, 20–22, 29, 46, 64, 74–75, 81, 118, 131, 138, 157, 176, 195, 227, 228, 232, 268, 286, 298, 304, 340, 363, 380, 394, 411 TWE: 10, 31, 48, 83, 99, 120, 159, 173, 178, 197, 214, 234, 249, 251, 270, 274, 288, 306, 324, 342, 371, 382, 396, 413, 429
MCCRS.L.7.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	SB/TWE: 8, 20–22, 29, 46, 64, 74–75, 81, 118, 131, 138, 157, 176, 195, 227, 228, 232, 268, 286, 298, 304, 340, 363, 380, 394, 411  TWE: 10, 31, 48, 83, 99, 120, 159, 173, 178, 197, 214, 234, 249, 251, 270, 274, 288, 306, 324, 342, 371, 382, 396, 413, 429
MCCRS.L.7.4.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).	TWE: 8, 9, 15
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SB/TWE: 135–137, 389–390, 437–442, 259–261, 265–267, 298, 331
L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	SB/TWE: 135–137, 389–390, 437–442, 259–261, 265–267, 298, 331
L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words	SB/TWE: 135–137, 389–390, 437–442, 259–261, 265–267, 298, 331

L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite,	SB/TWE: 135–137, 389–390, 437–442, 259–261, 265–267,
diplomatic, condescending).	298, 331
L.7.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SB/TWE: 8, 20–22, 29, 46, 64, 74–75, 81, 118, 131, 138, 157, 176, 195, 227, 228, 232, 268, 286, 298, 304, 340, 363, 380, 394, 411 TWE: 10, 31, 48, 83, 99, 120, 159, 173, 178, 197, 214, 234, 249, 251, 270, 274, 288, 306, 324, 342, 371, 382, 396, 413, 429

Maryland English Language Arts Standards: Reading Literature » Grade 8		
Key Ideas and	3	
Key fueas and		
	10, 18–20, 29–31,	
RL.8.1 Cite the textual evidence that most strongly supports an	50–52, 72–73, 158, 162–165,	
analysis of what the text says explicitly as well as inferences	171, 217–218, 277, 286, 293,	
drawn from the text.	301, 320, 333, 334, 339–340,	
	347, 348, 358, 380–382, 384,	
	393,	
RL.8.2 Determine a theme or central idea of a text and analyze		
its development over the course of the text, including its	SB/TWE: 29–31, 34, 37, 38–39,	
relationship to the characters, setting, and plot; provide an	50–52, 165–168, 171, 261, 305–	
objective summary of the text.	311, 320–321, 374–375, 380	
	SB/TWE: 30, 31, 39–41, 51,	
	200–207, 217, 268–278, 287–	
RL.8.3 Analyze how particular lines of dialogue or incidents in	288, 291–294, 295, 301–302,	
a story or drama propel the action, reveal aspects of a	314–315, 333, 341–342, 347,	
character, or provoke a decision.	359, 368–373, 380–382, 385,	
	359, 308–373, 380–382, 383, 391, 400–401	
C (1 1C)		
Craft and Stru	icture T	
RL.8.4 Determine the meaning of words and phrases as they		
are used in a text, including figurative and connotative	SB/TWE: 27–28, 29, 50,	
meanings; analyze the impact of specific word choices on	61–62, 136, 190–191, 200,	
meaning and tone,	221, 225, 294–295, 315, 344,	
including analogies or allusions to other texts.	377–378	
RL.8.5 Compare and contrast the structure of two or more	SB/TWE: 39–41, 42–45, 52,	
texts and analyze how the differing structure of each text	261, 312–313, 321, 375–377,	
contributes to its meaning and style.	384, 395	
RL.8.6 Analyze how differences in the points of view of the		
characters and the audience or reader (e.g., created through the	SB/TWE: 39–41, 42–45, 52,	
use of dramatic irony) create such effects as suspense or	261, 312–313, 321, 375–377,	
humor.	384, 395	
Integration of Knowle		
integration of Knowle		
RL.8.7 Analyze the extent to which a filmed or live production		
of a story or drama stays faithful to or departs from the text or		
script, evaluating the choices made by the director or actors.	GD /THATE 210 212 210	
	SB/TWE: 210–213, 218	
RL.8.8 (RL.8.8 not applicable to literature)		
RL.8.9 Analyze how a modern work of fiction draws on		
themes, patterns of events, or character types from myths,		
traditional stories, or religious works such as the Bible,		
including describing how the		
material is rendered new.	SB/TWE: 281–285, 396, 398	
Range of Reading and Level		
RL.8.10 By the end of the year, read and comprehend	· ·	
literature, including stories, dramas, and poems, at the high		
end of grades 6-8 text complexity band independently and	SB/TWE: 76-80, 104-105, 175-179, 225-228, 412-	
proficiently	413	
Maryland English Language Arts Standard		
Key Ideas and Textual Support		

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SB/TWE: 92–94, 112–115, 129, 150–152, 175–181, 195–196, 240–241, 259, 327, 333–334, 407, 421, 424–429, 438–439, 460–461, 472, 474
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	SB/TWE: 76–83, 92, 94, 112, 115, 128, 129, 221–225, 258, 260, 324–329, 334, 404–409, 420, 442–450, 450–451, 461, 471
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	333
Craft and Stru	icture
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	SB/TWE: 27–28, 29, 50, 61–62, 136, 190–191, 200, 221, 225, 294–295, 315, 344, 377–378
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	SB/TWE: 83–85, 114, 181–184, 195–196, 429–431, 439
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence of viewpoints.	SB/TWE: 86–87, 92, 93, 112, 113, 139, 144–145, 151–152, 179, 330, 334, 407, 412–417, 420–421
Integration of Knowle	dge and Ideas
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  RI.8.8 Delineate and evaluate the argument and specific claims	SB/TWE: 90–91, 185–190, 197
in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	SB/TWE: 102–103, 112–114, 225–232, 240–241, 431–433, 438–439, 451–454, 460, 474
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	SB/TWE: 104–108, 115, 232– 234, 241, 263
Range of Reading and Level	of Text Complexity
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	SB/TWE: 76-80, 104-105, 175-179, 225-228, 412-413
Maryland English Language Arts St	andards: Writing » Grade 8
Text Types and Purposes	

W.8.1 Write arguments to support claims with clear reasons and relevant evidence

• W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing

claims, and organize the reasons and evidence logically.

• W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible

sources and demonstrating an understanding of the topic or text.

• W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

• W.8.1.d Establish and maintain a formal style.

• W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.

SB/TWE: 20, 24, 109, 116–126, 191–193, 225, 232, 234, 263, 436–437, 454, 456, 475

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

• W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

• W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details,

quotations, or other information and examples.

• W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

• W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

• W.8.2.e Establish and maintain a formal style.

• W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

SB/TWE: 26–27, 48–49, 64, 67, 69–70, 70–71, 83, 85, 90–91, 108, 110–111, 131, 142, 144, 147–148, 160, 165, 168, 181, 189, 207, 210, 212, 215–216, 242–256, 295, 329, 331, 342, 409, 415, 417–418, 418–419, 429, 450, 462–470

	1
W.8.3 Write narratives to develop real or imagined	
experiences or events using effective technique, relevant	
descriptive details, and well-structured event sequences.	
• W.8.3.a Engage and orient the reader by establishing a	
context and point of view and introducing a narrator and/or	
characters; organize an event sequence that unfolds naturally	
and logically.	
• W.8.3.b Use narrative techniques, such as dialogue, pacing,	
description, and reflection, to	
develop experiences, events, and/or characters.	
• W.8.3.c Use a variety of transition words, phrases, and	
clauses to convey sequence, signal shifts	
from one time frame or setting to another, and show the	
relationships among experiences	
and events.	
• W.8.3.d Use precise words and phrases, relevant descriptive	
details, and sensory language to	
capture the action and convey experiences and events.	SB/TWE: 48, 169, 215, 284,
• W.8.3.e Provide a conclusion that follows from and reflects	299–300, 318, 345, 349–356,
on the narrated experiences or events.	378, 398, 399
Production and Distribu	
W.8.4 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	SB/TWE: 26–27, 110, 116–126,
in standards 1-3 above.)	168, 148, 212, 237, 242–256, 356, 415, 462–470
W.8.5 With some guidance and support from peers and adults,	
develop and strengthen writing as needed by planning,	
revising, editing, rewriting, or trying a new approach, focusing	
on how well purpose and audience have been addressed.	
(Editing for conventions should demonstrate command of	SB/TWE: 26–27, 110, 116–126,
Language standards 1-3 up to and including grade 8.)	168, 148, 212, 237, 242–256, 356, 415, 462–470
W.8.6 Use technology, including the Internet, to produce and	100, 110, 212, 257, 212 250, 550, 115, 102 170
publish writing and present the relationships between	
information and ideas efficiently as well as to interact and	SB/TWE: 26–27, 110, 116–126,
collaborate with others.	168, 148, 212, 237, 242–256, 356, 415, 462–470
Research to Build and Pr	
Research to Dunu and 11	ī Č
W.8.7 Conduct short research projects to answer a question	SB/TWE: 26–27, 27–28, 48–49, 70–71, 90, 108–109, 110, 120–121,
(including a selfgenerated question), drawing on several	148–149, 193, 263, 244–245, 299–
sources and generating additional related, focused questions	300, 418–419, 456, 462–470, 475
that allow for multiple avenues of exploration	TWE: 110
1	1 W D. 110
W.8.8 Gather relevant information from multiple print and	
digital sources, using search terms effectively; assess the	
credibility and accuracy of each source; and quote or	SB/TWE: 26–27, 27–28, 48–49, 70–71, 90,
paraphrase the data and	108–109, 110, 120–121,
conclusions of others while avoiding plagiarism and following	148–149, 193, 263, 244–245, 299–
a standard format	300, 418–419, 456, 462–470, 475
for citation.	TWE: 110

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. • W.8.9.a Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). • W.8.9.b Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is SB/TWE: 20, 24, 45, 48, 85, sound and the 131, 142, 144, 160, 212, 215evidence is relevant and sufficient; recognize when irrelevant 216, 263, 362, 373, 398, 399, evidence is introduced"). 450, 456, 475 Range of Writing W.8.10 Write routinely over extended time frames (time for research, 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. SB/TWE: 116, 127, 242, 257, 349, 357, 462, 471 Maryland English Language Arts Standards: Speaking and Listening » Grade 8 **Comprehension and Collaboration** SB/TWE: 24, 64, 85, 87, 101, 103, 124, 142, 144, 145, 160, SL.8.1 Engage effectively in a range of collaborative 165, 168, 181, 184, 189, 191, discussions (one-on-one, in groups, and teacher-led) with 207, 210, 213, 225, 231, 234, diverse partners on grade 8 topics, texts, and issues, building 236, 253, 283, 297, 298, 315, on others' ideas and expressing their own clearly 317, 330, 332, 343, 353, 375, 396, 411, 415, 431, 433, 434, 451, 457, 468 SB/TWE: 24, 64, 85, 87, 101, 103, 124, 142, 144, 145, 160, SL.8.1.a Come to discussions prepared, having read or 165, 168, 181, 184, 189, 191, researched material under study; explicitly draw on that 207, 210, 213, 225, 231, 234, preparation by referring to evidence on the topic, text, or issue 236, 253, 283, 297, 298, 315, to probe and reflect on ideas under discussion. 317, 330, 332, 343, 353, 375, 396, 411, 415, 431, 433, 434, 451, 457, 468 SB/TWE: 24, 64, 85, 87, 101, 103, 124, 142, 144, 145, 160, 165, 168, 181, 184, 189, 191, SL.8.1.b Follow rules for collegial discussions and decision-207, 210, 213, 225, 231, 234, making, track progress toward specific goals and deadlines, 236, 253, 283, 297, 298, 315, and define individual roles as needed. 317, 330, 332, 343, 353, 375, 396, 411, 415, 431, 433, 434, 451, 457, 468 SB/TWE: 24, 64, 85, 87, 101, 103, 124, 142, 144, 145, 160, 165, 168, 181, 184, 189, 191, SL.8.1.c Pose questions that connect the ideas of several 207, 210, 213, 225, 231, 234,

236, 253, 283, 297, 298, 315,

317, 330, 332, 343, 353, 375, 396, 411, 415, 431, 433, 434,

451, 457, 468

speakers and respond to others' questions and comments with

relevant evidence, observations, and ideas

SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	SB/TWE: 24, 64, 85, 87, 101, 103, 124, 142, 144, 145, 160, 165, 168, 181, 184, 189, 191, 207, 210, 213, 225, 231, 234, 236, 253, 283, 297, 298, 315, 317, 330, 332, 343, 353, 375, 396, 411, 415, 431, 433, 434, 451, 457, 468
SL.8.2 Analyze the purpose of information presented in	
diverse media and formats (e.g., visually, quantitatively,	
orally) and evaluate the motives (e.g., social, commercial,	TWE: 90–91, 212–213, 236–
political) behind its presentation.	237, 434–435
SL.8.3 Delineate a speaker's argument and specific claims,	
evaluating the soundness of the reasoning and relevance and	
sufficiency of the evidence and identifying when irrelevant	SB/TWE: 69–70, 236–237,
evidence is introduced.	
	317–318, 433, 434–436
Presentation of Knowle	edge and Ideas T
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SB/TWE: 69–70, 89–90, 148–149, 185–189, 317, 434–436
SL.8.5 Integrate multimedia and visual displays into	119, 103 109, 317, 131 130
1	
presentations to clarify information, strengthen claims and	CD/TWE. 49, 149, 140, 244
evidence, and add interest.	SB/TWE: 48, 148–149, 344
SL.8.6 Adapt speech to a variety of contexts and tasks,	
demonstrating command of formal English when indicated or	SB/TWE: 69–70, 89–90, 148–
appropriate. (See grade 8 Language standards 1 and 3 for	149, 236–237, 253, 284, 294,
specific expectations.)	298–299, 344, 353, 434–436
Maryland English Language Arts Sta	
Conventions of Stand	
	SB/TWE: 24, 26, 27, 46–47,
L.8.1 Demonstrate command of the conventions of standard	88–89,126, 254, 256, 316, 354,
English grammar and usage when writing or speaking.	392, 396, 416, 433–434, 470
L.8.1.a Explain the function of verbals (gerunds, participles,	SB/TWE: 24, 26, 27, 46–47,
infinitives) in general and their function in particular	88–89,126, 254, 256, 316, 354,
sentences.	392, 396, 416, 433–434, 470
	SB/TWE: 24, 26, 27, 46–47,
	88–89,126, 254, 256, 316, 354,
L.8.1.b Form and use verbs in the active and passive voice.	392, 396, 416, 433–434, 470
	SB/TWE: 24, 26, 27, 46–47,
L.8.1.c Form and use verbs in the indicative, imperative,	88–89,126, 254, 256, 316, 354,
interrogative, conditional, and subjunctive mood.	392, 396, 416, 433–434, 470
	SB/TWE: 24, 26, 27, 46–47,
L.8.1.d Recognize and correct inappropriate shifts in verb	88–89,126, 254, 256, 316, 354,
voice and mood.*	392, 396, 416, 433–434, 470
	SB/TWE: 26, 27, 68–69, 108–
L.8.2 Demonstrate command of the conventions of standard	109, 126, 213–214, 217, 256,
English capitalization, punctuation, and spelling when writing.	283, 331, 354, 355, 454, 470
English capitalization, panetuation, and spennig when writing.	
I 9.2 a Use nunctuation (commo allinois dech) to indicate a	SB/TWE: 26, 27, 68–69, 108–
L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	109, 126, 213–214, 217, 256,
inause of preak	283, 331, 354, 355, 454, 470

	SB/TWE: 26, 27, 68–69, 108–
	109, 126, 213–214, 217, 256,
L.8.2.b Use an ellipsis to indicate an omission.	283, 331, 354, 355, 454, 470
L.8.2.c Spell correctly.	SB/TWE: 71, 91, 255. 470,
Knowledge of L	
L.8.3 Use knowledge of language and its conventions when	SB/TWE: 235, 240, 297,
writing, speaking, reading, or listening.	354,355, 359, 470
writing, speaking, reading, or insterning.	334,333, 337, 470
L.8.3.a Use verbs in the active and passive voice and in the	
conditional and subjunctive mood to achieve particular effects	SB/TWE: 24, 26, 27, 46–47,
(e.g., emphasizing the actor or the action; expressing	88–89,126, 254, 256, 316, 354,
uncertainty or describing a state contrary to fact).	392, 396, 416, 433–434, 470
Vocabulary Acquisi	
v ocabular y Acquisi	
	SB/TWE: 8, 32, 53, 74, 95,
	134, 146, 151, 153, 155–162,
	172, 173, 198, 219, 266, 303,
	322, 335, 349, 366, 380–381,
MCCDS I 9 4 Determine on almifuth a marriage of	382, 383, 402, 422, 440
MCCRS.L.8.4 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8	TWE: 10, 34, 55, 76, 97, 136,
	155, 175, 200, 221, 225, 268, 289, 291, 305, 324, 337, 368,
reading and content, choosing flexibly from a range of	385, 404, 424, 442
strategies.	
	SB/TWE: 8, 32, 53, 74, 95,
	134, 146, 151, 153, 155–162,
	172, 173, 198, 219, 266, 303,
	322, 335, 349, 366, 380–381,
	382, 383, 402, 422, 440
NGGPG I O. A. A. II.	TWE: 10, 34, 55, 76, 97, 136,
MCCRS.L.8.4.A Use context (e.g., the overall meaning of a	155, 175, 200, 221, 225, 268,
sentence or paragraph; a word's position or function in a	289, 291, 305, 324, 337, 368,
sentence) as a clue to the meaning of a word or phrase.	385, 404, 424, 442
	SB/TWE: 8, 32, 53, 74, 95,
	134, 146, 151, 153, 155–162,
	172, 173, 198, 219, 266, 303,
	322, 335, 349, 366, 380–381,
	382, 383, 402, 422, 440
Leanner of Dec	TWE: 10, 34, 55, 76, 97, 136,
MCCRS.L.8.4.B Use common, grade-appropriate Greek or	155, 175, 200, 221, 225, 268,
Latin affixes and roots as clues to the meaning of a word (e.g.,	289, 291, 305, 324, 337, 368,
precede, recede, secede).	385, 404, 424, 442
	SB/TWE: 8, 32, 53, 74, 95,
	134, 146, 151, 153, 155–162,
	172, 173, 198, 219, 266, 303,
	322, 335, 349, 366, 380–381,
	382, 383, 402, 422, 440
MCCRS.L.8.4.C Consult general and specialized reference	TWE: 10, 34, 55, 76, 97, 136,
materials (e.g., dictionaries, glossaries, thesauruses), both print	
and digital, to find the pronunciation of a word or determine or	
clarify its precise meaning or its part of speech.	385, 404, 424, 442

	SB/TWE: 8, 32, 53, 74, 95,
	134, 146, 151, 153, 155–162,
	172, 173, 198, 219, 266, 303,
	322, 335, 349, 366, 380–381,
	382, 383, 402, 422, 440
	TWE: 10, 34, 55, 76, 97, 136,
L.8.4.d Verify the preliminary determination of the meaning of	155, 175, 200, 221, 225, 268,
a word or phrase (e.g., by checking the inferred meaning in	289, 291, 305, 324, 337, 368,
context or in a dictionary).	385, 404, 424, 442
	SB/TWE: 27–28, 29, 50,
	61–62, 136, 190–191, 200,
L.8.5 Demonstrate understanding of figurative language, word	221, 225, 294–295, 315, 344,
relationships, and nuances in word meanings.	377–378
-	SB/TWE: 27–28, 29, 50,
	61–62, 136, 190–191, 200,
L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in	221, 225, 294–295, 315, 344,
context.	377–378
	SB/TWE: 27–28, 29, 50,
	61–62, 136, 190–191, 200,
L.8.5.b Use the relationship between particular words to better	221, 225, 294–295, 315, 344,
understand each of the words.	377–378
	SB/TWE: 27–28, 29, 50,
L.8.5.c Distinguish among the connotations (associations) of	61–62, 136, 190–191, 200,
words with similar denotations (definitions) (e.g., bullheaded,	221, 225, 294–295, 315, 344,
willful, firm, persistent, resolute).	377–378
	SB/TWE: 8, 32, 53, 74, 95,
	134, 146, 151, 153, 155–162,
	172, 173, 198, 219, 266, 303,
	322, 335, 349, 366, 380–381,
	382, 383, 402, 422, 440
L.8.6 Acquire and use accurately grade appropriate general	TWE: 10, 34, 55, 76, 97, 136,
academic and domain-specific words and phrases; gather	155, 175, 200, 221, 225, 268,
vocabulary knowledge when considering a word or phrase	289, 291, 305, 324, 337, 368,
important to comprehension or expression.	385, 404, 424, 442

Perfection Learning Connections: English Language Arts correlated to Maryland ELA Standards

Perfection Learning Connections: English Language Arts correlated to Maryland ELA Standards		
Maryland English Language Arts Standards: Reading Literature » Grade 9		
Key Ideas and Details		
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.	SB/TWE: 10, 22, 23, 50, 51, 57, 98, 104, 107, 107, 114, 115, 134, 138, 199, 202, 346, 356	
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.	SB/TWE: 16, 51, 54, 60, 65, 105, 115, 134, 137, 144, 145, 295, 356, 373	
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.	SB/TWE: 40, 41, 42, 43, 44, 45, 50, 57, 138, 145, 294, 304, 346, 347, 356, 367	
Craft and Structure		
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).	SB/TWE: 86, 87, 174, 198, 228, 290, 379	
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.	SB/TWE: 16, 211, 298, 304, 305, 365, 367	
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	SB/TWE: 16, 211, 298, 304, 305, 365, 367	
Integration of Knowledge and Ideas		
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).  RL.9-10.8 (not applicable to literature)	SB/TWE: 21, 108, 109	
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	SB/TWE: 35, 49, 64, 140, 239	
Range of Reading and Level of Text Com	plexity	
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Maryland English Language Arts Standards: Reading Infor	SB/TWE: 54-56, 134-137, 147-148, 162-164, 243-246, 259-261, 323-325 mational Text » Grade 9	
Key Ideas and Details		
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.	SB/TWE: 68, 74, 121, 131, 154, 173, 186, 187, 216, 224, 225, 232, 271, 281, 282, 305, 336, 347, 356	
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.	SB/TWE: 25, 28, 73, 80, 81, 90, 121, 150, 162, 164, 169, 186, 216, 224, 225, 243, 247, 295, 301, 304, 311, 348	

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.	SB/TWE: 121, 217, 218, 224, 225, 243, 247, 259, 262, 270, 271, 281, 305, 336, 337, 356
Craft and Structure	, , , , ,
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).	SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257, 272, 280, 288, 306, 321, 322, 328, 338, 360
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	SB/TWE: 36, 37, 73, 74, 122, 130, 131, 173, 174, 184, 186, 208, 209, 217, 219, 233, 235, 248, 255, 256, 281, 284, 312, 330, 336, 337, 347
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	SB/TWE: 31, 74, 118, 120, 122, 139, 144, 151, 154, 158, 159, 169, 219, 232, 233, 235, 240, 263, 301, 312, 313, 314, 332, 336
Integration of Knowledge and Ideas	S
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	SB/TWE: 158, 165, 166, 169, 173, 181, 186, 187, 233, 235, 249, 250, 255, 256, 332, 334, 336, 337
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SB/TWE: 35, 129, 220, 264, 265, 313, 314
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	SB/TWE: 151, 154, 157, 158, 159, 165, 166, 173, 174, 184, 187, 240, 332, 348, 356
Range of Reading and Level of Text Com	plexity
RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Maryland English Language Arts Standards: Wri	SB/TWE: 54-56, 134-137, 147-148, 162-164, 243-246, 259-261, 323-325
Text Types and Purposes	

"W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the

strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- W.9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and

conventions of the discipline in which they are writing.

• W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented."

SB/TWE: 63, 73, 78, 128, 171, 178, 180, 182, 187, 220, 237, 301

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.

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

SB/TWE: 20, 32, 155, 205, 237, 240, 248, 265, 272, 275, 276, 317, 371, 374, 375, 376, 377

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.	
• 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.	
• 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.	
• 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.	
• 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.	
• W.9-10.3.e Provide a conclusion that follows from and reflects on what is SB/TWE: 48, 82, 83, 84, 85,	
experienced, observed, or resolved over the course of the narrative.  87, 92, 112, 218, 237	
Production and Distribution of Writing	
Ĭ	06 90
SB/TWE: 32, 33, 34, 77, 83, 85, 8	
W.9-10.4 Produce clear and coherent writing in which the development, 109, 112, 155, 176, 178, 180, 181	
organization, and style are appropriate to task, purpose, and audience. (Grade-	, 3/0,
specific expectations for writing types are defined in standards 1-3 above.) 371, 374, 375, 381	
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 SB/TWE: 32, 83, 85, 86, 109,	
most significant for a specific purpose and audience. (Editing for conventions 112, 155, 176, 178, 180, 181,	
should demonstrate command of Language standards 1-3 up to and including 183, 187, 272, 277, 370, 371,	
grades 9-10 here.) 374, 375	
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 SB/TWE: 77, 187, 267, 275,	
dynamically. 277, 319, 374, 375, 376	
Research to Build and Present Knowledge	
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 SB/TWE: 77, 187, 267, 275,	
subject, demonstrating understanding of the subject under investigation. 277, 319, 374, 375, 376	
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 SB/TWE: 33, 34, 77, 78, 275,	
following a standard format for citation.  277, 376	
Tono wing a summand formation.	

W.9-10.9 Draw evidence from literary or informational texts to support	
analysis, reflection, and research.	
• W.9-10.9.a Apply grades 9-10 Reading standards to literature (e.g., "Analyze	
how an author draws on and	
transforms source material in a specific work [e.g., how Shakespeare treats a	
theme or topic from Ovid or the Bible or how a later author draws on a play by	
Shakespeare]").	
• W.9-10.9.b Apply grades 9-10 Reading standards to literary nonfiction (e.g.,	
"Delineate and evaluate the	SB/TWE: 20, 32, 63, 75, 78,
argument and specific claims in a text, assessing whether the reasoning is valid	109, 114, 124, 152, 169, 201,
and the evidence is relevant and sufficient; identify false statements and	203, 220, 252, 253, 277, 301,
fallacious reasoning").	348, 371
Range of Writing	
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	SB/TWE: 82, 90, 175, 184, 272, 280,
two) for a range of tasks, purposes, and audiences.	374, 382
Maryland English Language Arts Standards: Speaking ar	
Comprehension and Collaboration	a Disterring " Grade )
SL.9-10.1 Initiate and participate effectively in a range of collaborative	
discussions (one-on-one, in groups, and teacherled) with diverse partners on	SB/TWE: 48, 62, 73, 107,
grades 9-10 topics, texts, and issues, building on others' ideas and expressing	122, 125, 140, 142, 154, 168,
their own clearly and persuasively.	201, 334, 348, 354, 368
SL.9-10.1.a Come to discussions prepared, having read and researched	CD/TVVIII 40 (2 72 107
material under study; explicitly draw on that preparation by referring to	SB/TWE: 48, 62, 73, 107,
evidence from texts and other research on the topic or issue to stimulate a	122, 125, 140, 142, 154, 168,
thoughtful, well-reasoned exchange of ideas.	201, 334, 348, 354, 368
SL.9-10.1.b Work with peers to set rules for collegial discussions and decision-	SD (TYPE) 10 (2 To 10 To
making (e.g., informal consensus, taking votes on key issues, presentation of	SB/TWE: 48, 62, 73, 107,
alternate views), clear goals and deadlines, and individual roles as needed.	122, 125, 140, 142, 154, 168,
·	201, 334, 348, 354, 368
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	SB/TWE: 48, 62, 73, 107,
incorporate others into the discussion; and clarify, verify, or challenge ideas	122, 125, 140, 142, 154, 168,
and conclusions.	201, 334, 348, 354, 368
SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points	
of agreement and disagreement, and, when warranted, qualify or justify their	SB/TWE: 48, 62, 73, 107,
own views and understanding and make new connections in light of the	122, 125, 140, 142, 154, 168,
evidence and reasoning presented.	122, 125, 140, 142, 154, 168, 201, 334, 348, 354, 368
evidence and reasoning presented.	
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media	
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and	201, 334, 348, 354, 368 SB/TWE: 127, 128, 142, 354
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	201, 334, 348, 354, 368
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence	201, 334, 348, 354, 368 SB/TWE: 127, 128, 142, 354 SB/TWE: 45, 62, 122, 127, 128, 142, 154, 201, 220, 237,
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	201, 334, 348, 354, 368 SB/TWE: 127, 128, 142, 354 SB/TWE: 45, 62, 122, 127, 128, 142, 154, 201, 220, 237, 330, 334, 354
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  Presentation of Knowledge and Idea	201, 334, 348, 354, 368 SB/TWE: 127, 128, 142, 354 SB/TWE: 45, 62, 122, 127, 128, 142, 154, 201, 220, 237, 330, 334, 354
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  Presentation of Knowledge and Idea SL.9-10.4 Present information, findings, and supporting evidence clearly,	201, 334, 348, 354, 368 SB/TWE: 127, 128, 142, 354 SB/TWE: 45, 62, 122, 127, 128, 142, 154, 201, 220, 237, 330, 334, 354
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  Presentation of Knowledge and Idea SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and	201, 334, 348, 354, 368  SB/TWE: 127, 128, 142, 354  SB/TWE: 45, 62, 122, 127, 128, 142, 154, 201, 220, 237, 330, 334, 354  SB/TWE: 32, 45, 48, 62, 127,
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  Presentation of Knowledge and Idea 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,	201, 334, 348, 354, 368  SB/TWE: 127, 128, 142, 354  SB/TWE: 45, 62, 122, 127, 128, 142, 154, 201, 220, 237, 330, 334, 354  SB/TWE: 32, 45, 48, 62, 127, 128, 140, 142, 154, 237, 348,
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  Presentation of Knowledge and Idea 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.	201, 334, 348, 354, 368  SB/TWE: 127, 128, 142, 354  SB/TWE: 45, 62, 122, 127, 128, 142, 154, 201, 220, 237, 330, 334, 354  SB/TWE: 32, 45, 48, 62, 127,
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  Presentation of Knowledge and Idea 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.  SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio,	201, 334, 348, 354, 368  SB/TWE: 127, 128, 142, 354  SB/TWE: 45, 62, 122, 127, 128, 142, 154, 201, 220, 237, 330, 334, 354  SB/TWE: 32, 45, 48, 62, 127, 128, 140, 142, 154, 237, 348, 354
evidence and reasoning presented.  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  Presentation of Knowledge and Idea 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.	201, 334, 348, 354, 368  SB/TWE: 127, 128, 142, 354  SB/TWE: 45, 62, 122, 127, 128, 142, 154, 201, 220, 237, 330, 334, 354  SB/TWE: 32, 45, 48, 62, 127, 128, 140, 142, 154, 237, 348,

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating	
command of formal English when indicated or appropriate. (See grades 9-10	SB/TWE: 33, 62, 127, 128,
Language standards 1 and 3 here for specific expectations.)	140, 142, 154, 354
Maryland English Language Arts Standards: Lang	
Conventions of Standard English	gungo // Oramo
Conventions of Standard English	SB/TWE: 41, 43, 46, 61, 87,
	125, 127, 128, 140, 141, 176,
L.9-10.1 Demonstrate command of the conventions of standard English	181, 183, 279, 299, 315, 317,
grammar and usage when writing or speaking.	320, 353, 368
L.9-10.1.a Use parallel structure.*	TWE: 124–125, 140
*	· · · · · · · · · · · · · · · · · · ·
L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial,	SB/TWE: 41, 43, 46, 61, 87,
participial, prepositional, absolute) and clauses (independent, dependent;	125, 127, 128, 140, 141, 176,
noun, relative, adverbial) to convey specific meanings and add variety and	181, 183, 279, 299, 315, 317,
interest to writing or presentations.	320, 353, 368
	SB/TWE: 13, 17, 32, 48, 75,
L.9-10.2 Demonstrate command of the conventions of standard English	76, 80, 81, 153, 176, 181,
capitalization, punctuation, and spelling when writing.	183, 204, 221, 236, 266, 317"
	SB/TWE: 13, 17, 32, 48, 75,
L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or	76, 80, 81, 153, 176, 181,
more closely related independent clauses.	183, 204, 221, 236, 266, 317
	SB/TWE: 13, 17, 32, 48, 75,
	76, 80, 81, 153, 176, 181,
L.9-10.2.b Use a colon to introduce a list or quotation.	183, 204, 221, 236, 266, 317
	SB/TWE: 72, 89, 110, 183, 279, 371,
L.9-10.2.c Spell correctly.	381, 408
· · F	301, 100
Knowledge of Language	301, 100
	301, 100
Knowledge of Language	SB/TWE: 86, 87, 174, 198,
Knowledge of Language L.9-10.3 Apply knowledge of language to understand how language functions	
Knowledge of Language 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	SB/TWE: 86, 87, 174, 198,
Knowledge of Language  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.	SB/TWE: 86, 87, 174, 198, 228, 290, 379
Knowledge of Language  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.  L.9-10.3.a Write and edit work so that it conforms to the guidelines in a style	SB/TWE: 86, 87, 174, 198, 228, 290, 379
Knowledge of Language  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.  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	SB/TWE: 86, 87, 174, 198, 228, 290, 379 SB/TWE: 86, 87, 174, 198,
Knowledge of Language  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.  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.	SB/TWE: 86, 87, 174, 198, 228, 290, 379 SB/TWE: 86, 87, 174, 198, 228, 290, 379
Knowledge of Language  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.  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.	SB/TWE: 86, 87, 174, 198, 228, 290, 379 SB/TWE: 86, 87, 174, 198, 228, 290, 379 SB/TWE: 8, 10, 24, 28, 36,
Knowledge of Language  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.  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.	SB/TWE: 86, 87, 174, 198, 228, 290, 379 SB/TWE: 86, 87, 174, 198, 228, 290, 379 SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75,
Knowledge of Language  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.  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.	SB/TWE: 86, 87, 174, 198, 228, 290, 379 SB/TWE: 86, 87, 174, 198, 228, 290, 379 SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132,
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Knowledge of Language  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.  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.  Vocabulary Acquisition and Use	SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210,
Knowledge of Language  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.  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.  Vocabulary Acquisition and Use  L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257,
Knowledge of Language  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.  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.  Vocabulary Acquisition and Use  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	SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257, 272, 280, 288, 306, 321, 322,
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Knowledge of Language  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.  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.  Vocabulary Acquisition and Use  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	SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257, 272, 280, 288, 306, 321, 322, 328, 338, 360  SB/TWE: 8, 10, 24, 28, 36,
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Knowledge of Language  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.  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.  Vocabulary Acquisition and Use  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	SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257, 272, 280, 288, 306, 321, 322, 328, 338, 360  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132,
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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.  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.  Vocabulary Acquisition and Use  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.	SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257, 272, 280, 288, 306, 321, 322, 328, 338, 360  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210,
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.  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.  Vocabulary Acquisition and Use  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.  L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or	SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257, 272, 280, 288, 306, 321, 322, 328, 338, 360  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257,
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.  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.  Vocabulary Acquisition and Use  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.	SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 86, 87, 174, 198, 228, 290, 379  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257, 272, 280, 288, 306, 321, 322, 328, 338, 360  SB/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210,

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	SB/TWE: 8, 10, 24, 28, 36,
	38, 52, 54, 66, 70, 72, 73, 75,
	77, 78, 82, 96, 110, 116, 132,
	146, 147, 149, 150, 160, 163,
	170, 175, 185, 190, 198, 210,
L.9-10.4.b Identify and correctly use patterns of word changes that indicate	212, 226, 239, 241, 251, 257,
different meanings or parts of speech (e.g., analyze, analysis, analytical;	272, 280, 288, 306, 321, 322,
advocate, advocacy).	328, 338, 360
	SB/TWE: 8, 10, 24, 28, 36,
	38, 52, 54, 66, 70, 72, 73, 75,
	77, 78, 82, 96, 110, 116, 132,
	146, 147, 149, 150, 160, 163,
L.9-10.4.c Consult general and specialized reference materials (e.g.,	170, 175, 185, 190, 198, 210,
dictionaries, glossaries, thesauruses), both print and digital, to find the	212, 226, 239, 241, 251, 257,
pronunciation of a word or determine or clarify its precise meaning, its part of	272, 280, 288, 306, 321, 322,
speech, or its etymology.	328, 338, 360
	SB/TWE: 8, 10, 24, 28, 36,
	38, 52, 54, 66, 70, 72, 73, 75,
	77, 78, 82, 96, 110, 116, 132,
	146, 147, 149, 150, 160, 163,
	170, 175, 185, 190, 198, 210,
	212, 226, 239, 241, 251, 257,
L.9-10.4.d Verify the preliminary determination of the meaning of a word or	272, 280, 288, 306, 321, 322,
phrase (e.g., by checking the inferred meaning in context or in a dictionary).	328, 338, 360
L.9-10.5 Demonstrate understanding of figurative language, word	SB/TWE: 30, 107, 174, 191,
relationships, and nuances in word meanings.	198, 209, 284, 305, 334, 365,
L.9-10.5.a Interpret figures of speech (e.g., euphemism, oxymoron) in context	SB/TWE: 30, 107, 174, 191,
and analyze their role in the text.	198, 209, 284, 305, 334, 365,
	SB/TWE: 30, 107, 174, 191,
L.9-10.5.b Analyze nuances in the meaning of words with similar denotations.	198, 209, 284, 305, 334, 365,
L.9-10.6 Acquire and use accurately general academic and domain-specific	SB/TWE: 8, 22, 23, 24, 36,
words and phrases, sufficient for reading, writing, speaking, and listening at	38, 52, 66, 82, 96, 116, 132,
the college and career readiness level; demonstrate independence in gathering	146, 160, 175, 190, 210, 212,
vocabulary knowledge when considering a word or phrase important to	226, 241, 257, 272, 288, 306,
comprehension or expression.	321, 338, 358, 359
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Perfection Learning Connections: English Language Arts correlated to Maryland ELA Standards

Perfection Learning Connections: English Language Arts correlated to	· · ·	
Maryland English Language Arts Standards: Reading L	iterature » Grade 10	
Key Ideas and Details		
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of	SB/TWE: 14, 16, 22, 40, 57,	
what the text says explicitly as well as inferences drawn from the text.	426, 427	
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its	SB/TWE: 10, 14, 16, 40, 45, 54,	
development over the course of the text, including how it emerges and is	55, 78, 82, 98, 109, 111, 193,	
shaped and refined by specific details; provide an objective summary of the	198, 200, 201, 202, 411, 415,	
text.	426, 427, 491	
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or	SB/TWE: 43, 48, 54, 58, 64, 74,	
conflicting motivations) develop over the course of a text, interact with other	477, 483, 485, 486, 489, 491,	
characters, and advance the plot or develop the theme.	492	
Craft and Structure		
	SD/TWE. 9 10 22 22 24 25	
	SB/TWE: 8, 10, 22, 23, 24, 25,	
	26, 38, 40, 56, 58, 72, 75, 76,	
	78, 99, 100, 108, 116, 118, 133,	
	135, 150, 151, 152, 154, 173,	
	176, 191, 193, 220, 223, 235,	
	238, 240, 256, 262, 264, 281,	
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	358, 364, 366, 390, 392, 409,	
impact of specific word choices on meaning and tone (e.g., how the language	410, 411, 428, 430, 446, 447,	
evokes a sense of time and place; how it sets a formal or informal tone).	448, 450, 470, 472, 477, 493	
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.	SB/TWE: 85, 98, 491, 492	
RL.9-10.6 Analyze a particular point of view or cultural experience reflected		
in a work of literature from outside the United States, drawing on a wide	SB/TWE: 15, 66, 74, 110, 111,	
reading of world literature.	117, 193, 198, 200	
Integration of Knowledge and Ideas		
RL.9-10.7 Analyze the representation of a subject or a key scene in two		
different artistic mediums, including what is emphasized or absent in each		
treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape	SB/TWE: 68, 74, 93, 418, 420,	
with the Fall of Icarus).	426, 427	
RL.9-10.8 (not applicable to literature)	,	
, ,		
RL.9-10.9 Analyze how an author draws on and transforms source material in		
a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or		
the Bible or how a later author draws on a play by Shakespeare).	SB/TWE: 68, 74	
Range of Reading and Level of Text Com		
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	SB/TWE: 10-12, 26-29, 175-178, 264-	
independently and proficiently.	268, 332-336	
Maryland English Language Arts Standards: Reading Information		
Key Ideas and Details		
Key fueas and Details		

SBTWE: 29, 36, 37, 118, 122, 131, 132, 145, 150, 154, 160, 171, 172, 179, 181, 189, 220, 234, 245, 247, 249, 255, 278, 283, 295, 310, 328, 339, 345, 323, 345, 346, 346, 346, 346, 346, 346, 346, 346			
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.  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.  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.  Craft and Structure  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 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).  RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  RI.9-10.5 Analyze in detail how an author's boint of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  RI.9-10.9 Analyze seminal U.S. documents o		SB/TWE: 29, 36, 37, 118, 122,	
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what the text says explicitly as well as inferences drawn from the text.  ### 408, 450, 458, 468  ### SB/TWE: 26, 29, 36, 135, 141, 153, 154, 160, 162, 163, 171, 172, 175, 179, 180, 181, 189, 221, 240, 245, 247, 264, 268, 278, 280, 283, 293, 294, 295, 310, 318, 332, 337, 345, 346, 366, 372, 408, 438, 446, 468, 469, 501, 503, 504  #### SB/TWE: 30, 37, 270, 278, 295, 310, 314, 319, 328, 337, 339, 345, 346, 366, 372, 408, 438, 446, 468, 469, 501, 503, 504  #### SB/TWE: 30, 37, 270, 278, 295, 310, 314, 319, 328, 337, 339, 345, 346, 366, 372, 388, 389, 439, 458, 460, 468, 469  #### Craft and Structure  #### 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).  ###################################		283, 295, 310, 328, 339, 345,	
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Craft and Structure  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).  RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  Integration of Knowledge and Ideas  RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  Integration of knowledge and Ideas  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band in the evidence in the control of the property of the complexity band in the property of the control of the control of the complexity band in the high end of the grades 9-10 text complexity band in the property of the control of the cont	events, including the order in which the points are made, how they are		
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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).  RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  Integration of Knowledge and Ideas  RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band in the content of a court opinion of the print and multimedia, and the print of a court opinion differs  SB/TWE: 10-12, 26-29, 175-178, 264-independently and proficiently.			
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RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  Integration of Knowledge and Ideas  RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  SB/TWE: 124, 125, 202, 213, 260, 270, 278, 279, 310, 339, 384, 388, 397, 407, 440, 446, 447, 472  SB/TWE: 31, 36, 93, 164, 167, 171, 254, 255, 298, 304, 462, 468  SB/TWE: 174, 182, 183, 184, 189, 190, 203, 209, 220, 221, 222, 272, 298, 328, 329, 352, 356, 374, 388, 393, 399, 407, 501, 502, 504  SB/TWE: 174, 182, 183, 184, 189, 190, 203, 209, 209, 220, 221, 222, 272, 298, 328, 329, 352, 356, 374, 388, 393, 399, 407, 501, 502, 504  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  SB/TWE: 298, 304, 384  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.		311, 324, 328, 339, 350, 358,	
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text and analyze how an author uses rhetoric to advance that point of view or purpose.  Integration of Knowledge and Ideas  RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  SB/TWE: 174, 182, 183, 184, 189, 190, 203, 209, 220, 221, 222, 272, 298, 328, 329, 352, 356, 374, 388, 393, 399, 407, 501, 502, 504  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  SB/TWE: 10-12, 26-29, 175-178, 264-268, 332-336	DIO 10 ( Determine an enthante maint of sieme an annual in a	SB/TWE: 124, 125, 202, 213,	
Integration of Knowledge and Ideas  RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  SB/TWE: 10-12, 26-29, 175-178, 264-268, 332-336		260, 270, 278, 279, 310, 339,	
Integration of Knowledge and Ideas  RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  Integration of Knowledge and Ideas  SB/TWE: 31, 36, 93, 164, 167, 171, 254, 255, 298, 304, 462, 468  SB/TWE: 174, 182, 183, 184, 189, 190, 203, 209, 220, 221, 222, 272, 298, 328, 329, 352, 356, 374, 388, 393, 399, 407, 501, 502, 504  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  SB/TWE: 298, 304, 384   Range of Reading and Level of Text Complexity  SB/TWE: 10-12, 26-29, 175-178, 264-184, 268, 332-336	· ·	384, 388, 397, 407, 440, 446,	
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  SB/TWE: 31, 36, 93, 164, 167, 171, 254, 255, 298, 304, 462, 468  SB/TWE: 174, 182, 183, 184, 189, 190, 203, 209, 220, 221, 222, 272, 298, 328, 329, 352, 356, 374, 388, 393, 399, 407, 501, 502, 504  SB/TWE: 298, 304, 384  SB/TWE: 298, 304, 384  SB/TWE: 10-12, 26-29, 175-178, 264- 268, 332-336	point of view or purpose.		
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  SB/TWE: 31, 36, 93, 164, 167, 171, 254, 255, 298, 304, 462, 468  SB/TWE: 174, 182, 183, 184, 189, 190, 203, 209, 220, 221, 222, 272, 298, 328, 329, 352, 356, 374, 388, 393, 399, 407, 501, 502, 504  SB/TWE: 298, 304, 384  SB/TWE: 298, 304, 384  SB/TWE: 10-12, 26-29, 175-178, 264- 268, 332-336	Integration of Knowledge and Ideas		
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details are emphasized in each account.  468  RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  8B/TWE: 174, 182, 183, 184, 189, 190, 203, 209, 220, 221, 222, 272, 298, 328, 329, 352, 356, 374, 388, 393, 399, 407, 501, 502, 504  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  8B/TWE: 298, 304, 384  Range of Reading and Level of Text Complexity  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  SB/TWE: 10-12, 26-29, 175-178, 264-268, 332-336			
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independently and proficiently. 268, 332-336			
Maryland English Language Arts Standards: Writing » Grade 10			
	Maryland English Language Arts Standards: Wri	ting » Grade 10	

## **Text Types and Purposes**

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's

strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- W.9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.

SB/TWE: 21, 35, 73, 94, 146, 168, 169, 185, 186, 187, 215, 217, 223, 224, 225, 226, 227, 229, 230, 231, 255, 276, 306, 326, 345, 383, 393, 405, 443, 504

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.

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

SB/TWE: 14, 16, 18, 30, 33, 46, 49, 52, 68, 84, 93, 96, 144, 146, 148, 163, 168, 169, 170, 236, 276, 326, 343, 354, 361, 403, 418, 466

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.  • 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.			
• 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.			
• W.9-10.3.c Use a variety of techniques to sequence events so that they build			
<ul> <li>on one another to create a coherent whole.</li> <li>W.9-10.3.d Use precise words and phrases, telling details, and sensory</li> </ul>			
language to convey a vivid picture of the experiences, events, setting, and/or			
characters.	SB/TWE: 34, 51, 72, 96, 114,		
• W.9-10.3.e Provide a conclusion that follows from and reflects on what is	129, 148, 258, 309, 324, 348,		
experienced, observed, or resolved over the course of the narrative.	349, 494		
Production and Distribution of Writin			
	SB/TWE: 101, 103, 104, 105,		
	106, 107, 129, 187, 215, 223,		
	224, 225, 226, 227, 229, 230,		
W.9-10.4 Produce clear and coherent writing in which the development,	231, 236, 258, 276, 309, 325,		
organization, and style are appropriate to task, purpose, and audience. (Grade-	326, 348, 349, 354, 361, 363,		
specific expectations for writing types are defined in standards 1-3 above.)	494, 497, 498, 499, 504		
	SB/TWE: 101, 103, 104, 105,		
W.9-10.5 Develop and strengthen writing as needed by planning, revising,	106, 107, 129, 187, 215, 223,		
editing, rewriting, or trying a new approach, focusing on addressing what is	224, 225, 226, 227, 229, 230,		
most significant for a specific purpose and audience. (Editing for conventions	231, 236, 258, 276, 309, 325,		
should demonstrate command of Language standards 1-3 up to and including	326, 348, 349, 354, 361, 363,		
grades 9-10 here.)	494, 497, 498, 499, 504		
	SB/TWE: 101, 103, 104, 105,		
Wo to Chi and the state of the	106, 107, 129, 187, 215, 223,		
W.9-10.6 Use technology, including the Internet, to produce, publish, and	224, 225, 226, 227, 229, 230,		
	231, 236, 258, 276, 309, 325,		
capacity to link to other information and to display information flexibly and	326, 348, 349, 354, 361, 363, 494, 497, 498, 499, 504		
dynamically.  Possesse to Puild and Present Knowledge of the Puild and Puild			
Research to Build and Present Knowledge			
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	SB/TWE: 185, 217, 228, 325,		
subject, demonstrating understanding of the subject under investigation.	326, 343, 446, 495, 496		
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	SB/TWE: 185, 217, 228, 325,		
following a standard format for citation.	326, 343, 446, 495, 496		

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. • W.9-10.9.a Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). • W.9-10.9.b Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and SB/TWE: 107, 146, 168, 169, fallacious reasoning"). 276 Range of Writing 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 SB/TWE: 100, 108, 223, 234, 347, 358. two) for a range of tasks, purposes, and audiences. 493, 501 Maryland English Language Arts Standards: Speaking and Listening » Grade 10 **Comprehension and Collaboration** SB/TWE: 16, 18, 33, 44, 46, 49, 66, 71, 93, 105, 124, 126, 128, SL.9-10.1 Initiate and participate effectively in a range of collaborative 129, 142, 144, 147, 162, 170, discussions (one-on-one, in groups, and teacherled) with diverse partners on 180, 200, 202, 213, 232, 233, grades 9-10 topics, texts, and issues, building on others' ideas and expressing 247, 249, 272, 275, 294, 297, their own clearly and persuasively. 337, 340, 356, 384, 399, 438, 464 SB/TWE: 16, 18, 33, 44, 46, 49, 66, 71, 93, 105, 124, 126, 128, SL.9-10.1.a Come to discussions prepared, having read and researched 129, 142, 144, 147, 162, 170, material under study; explicitly draw on that preparation by referring to 180, 200, 202, 213, 232, 233, evidence from texts and other research on the topic or issue to stimulate a 247, 249, 272, 275, 294, 297, thoughtful, well-reasoned exchange of ideas. 337, 340, 356, 384, 399, 438, 464 SB/TWE: 16, 18, 33, 44, 46, 49, 66, 71, 93, 105, 124, 126, 128, SL.9-10.1.b Work with peers to set rules for collegial discussions and decision 129, 142, 144, 147, 162, 170, making (e.g., informal consensus, taking votes on key issues, presentation of 180, 200, 202, 213, 232, 233, alternate views), clear goals and deadlines, and individual roles as needed. 247, 249, 272, 275, 294, 297, 337, 340, 356, 384, 399, 438, SB/TWE: 16, 18, 33, 44, 46, 49, 66, 71, 93, 105, 124, 126, 128, SL.9-10.1.c Propel conversations by posing and responding to questions that 129, 142, 144, 147, 162, 170, relate the current discussion to broader themes or larger ideas; actively 180, 200, 202, 213, 232, 233, incorporate others into the discussion; and clarify, verify, or challenge ideas 247, 249, 272, 275, 294, 297, and conclusions. 337, 340, 356, 384, 399, 438, 464

	SB/TWE: 16, 18, 33, 44, 46, 49,		
SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points	66, 71, 93, 105, 124, 126, 128,		
	129, 142, 144, 147, 162, 170,		
of agreement and disagreement, and, when warranted, qualify or justify their	180, 200, 202, 213, 232, 233,		
own views and understanding and make new connections in light of the	247, 249, 272, 275, 294, 297,		
evidence and reasoning presented.	337, 340, 356, 384, 399, 438,		
	464		
SL.9-10.2 Integrate multiple sources of information presented in diverse media			
or formats (e.g., visually, quantitatively, orally) evaluating the credibility and	SB/TWE: 129, 147, 170, 257,		
accuracy of each source.	275		
accuracy of each source.			
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence	SB/TWE: 124, 126, 128, 129,		
and rhetoric, identifying any fallacious reasoning or exaggerated or distorted	142, 144, 147, 186, 202, 213,		
evidence.	217, 232, 233, 275, 320, 337,		
	340, 384		
Presentation of Knowledge and Idea			
SL.9-10.4 Present information, findings, and supporting evidence clearly,	SB/TWE: 126, 142, 144, 147,		
concisely, and logically such that listeners can follow the line of reasoning and	170, 180, 186, 217, 232, 233,		
the organization, development, substance, and style are appropriate to purpose,	257, 272, 275, 294, 308, 320,		
audience, and task.	340, 342, 384		
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio,			
visual, and interactive elements) in presentations to enhance understanding of			
findings, reasoning, and evidence and to add interest.	SB/TWE: 170, 257, 342		
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating	SB/TWE: 129, 147, 200, 217,		
command of formal English when indicated or appropriate. (See grades 9-10	232, 233, 257, 308, 342, 384,		
Language standards 1 and 3 here for specific expectations.)	488		
Maryland English Language Arts Standards: Language	Maryland English Language Arts Standards: Language » Grade 10		
	uage » Grade 10		
Conventions of Standard English			
Conventions of Standard English L.9-10.1 Demonstrate command of the conventions of standard English	SB/TWE: 18, 33, 94, 260, 306,		
Conventions of Standard English L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SB/TWE: 18, 33, 94, 260, 306, 341, 381, 404, 504		
Conventions of Standard English L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.a Use parallel structure.*	SB/TWE: 18, 33, 94, 260, 306,		
Conventions of Standard English L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.a Use parallel structure.* L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial,	SB/TWE: 18, 33, 94, 260, 306, 341, 381, 404, 504		
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Conventions of Standard English L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.a Use parallel structure.* L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial,	SB/TWE: 18, 33, 94, 260, 306, 341, 381, 404, 504 TWE: 6, 32–33, 153, 306, 321 SB/TWE: 18, 33, 94, 260, 306,		
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	SB/TWE: 8, 10, 22, 23, 24, 25, 26, 38, 40, 56, 58, 72, 75, 76, 78, 99, 100, 108, 116, 118, 133,
	135, 150, 151, 152, 154, 173,
	176, 191, 193, 220, 223, 235,
	238, 240, 256, 262, 264, 281,
	283, 312, 314, 330, 332, 347,
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	358, 364, 366, 390, 392, 409,
words and phrases based on grades 9-10 reading and content, choosing	410, 411, 428, 430, 446, 447,
flexibly from a range of strategies.	448, 450, 470, 472, 477, 493
	SB/TWE: 8, 10, 22, 23, 24, 25,
	26, 38, 40, 56, 58, 72, 75, 76,
	78, 99, 100, 108, 116, 118, 133,
	135, 150, 151, 152, 154, 173,
	176, 191, 193, 220, 223, 235,
	238, 240, 256, 262, 264, 281,
L.9-10.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or	283, 312, 314, 330, 332, 347, 358, 364, 366, 390, 392, 409,
text; a word's position or function in a sentence) as a clue to the meaning of a	410, 411, 428, 430, 446, 447,
word or phrase.	448, 450, 470, 472, 477, 493
word of pinase.	
	SB/TWE: 8, 10, 22, 23, 24, 25,
	26, 38, 40, 56, 58, 72, 75, 76, 78, 99, 100, 108, 116, 118, 133,
	135, 150, 151, 152, 154, 173,
	176, 191, 193, 220, 223, 235,
	238, 240, 256, 262, 264, 281,
	283, 312, 314, 330, 332, 347,
L.9-10.4.b Identify and correctly use patterns of word changes that indicate	358, 364, 366, 390, 392, 409,
different meanings or parts of speech (e.g., analyze, analysis, analytical;	410, 411, 428, 430, 446, 447,
advocate, advocacy).	448, 450, 470, 472, 477, 493
, , , ,	SB/TWE: 8, 10, 22, 23, 24, 25,
	26, 38, 40, 56, 58, 72, 75, 76,
	78, 99, 100, 108, 116, 118, 133,
	135, 150, 151, 152, 154, 173,
	176, 191, 193, 220, 223, 235,
	238, 240, 256, 262, 264, 281,
L.9-10.4.c Consult general and specialized reference materials (e.g.,	283, 312, 314, 330, 332, 347,
dictionaries, glossaries, thesauruses), both print and digital, to find the	358, 364, 366, 390, 392, 409,
	410, 411, 428, 430, 446, 447,
speech, or its etymology.	448, 450, 470, 472, 477, 493
	SB/TWE: 8, 10, 22, 23, 24, 25,
	26, 38, 40, 56, 58, 72, 75, 76,
	78, 99, 100, 108, 116, 118, 133,
	135, 150, 151, 152, 154, 173,
	176, 191, 193, 220, 223, 235,
	238, 240, 256, 262, 264, 281,
	283, 312, 314, 330, 332, 347,
	358, 364, 366, 390, 392, 409,
L.9-10.4.d Verify the preliminary determination of the meaning of a word or	410, 411, 428, 430, 446, 447,
phrase (e.g., by checking the inferred meaning in context or in a dictionary).	448, 450, 470, 472, 477, 493

	SB/TWE: 109, 127, 131, 134,
L.9-10.5 Demonstrate understanding of figurative language, word	135, 154, 176, 191, 193, 234,
relationships, and nuances in word meanings.	261, 329, 358, 359, 367
	SB/TWE: 109, 127, 131, 134,
L.9-10.5.a Interpret figures of speech (e.g., euphemism, oxymoron) in context	135, 154, 176, 191, 193, 234,
and analyze their role in the text.	261, 329, 358, 359, 367
	SB/TWE: 109, 127, 131, 134,
	135, 154, 176, 191, 193, 234,
L.9-10.5.b Analyze nuances in the meaning of words with similar denotations.	261, 329, 358, 359, 367
L.9-10.6 Acquire and use accurately general academic and domain-specific	
words and phrases, sufficient for reading, writing, speaking, and listening at	SB/TWE: 8, 24, 38, 50, 56, 76,
the college and career readiness level; demonstrate independence in gathering	100, 116, 152, 223, 238, 262,
vocabulary knowledge when considering a word or phrase important to	281, 312, 330, 347, 364, 390,
comprehension or expression.	409, 422, 428, 448, 493

Perfection Learning Connections: English Language Arts correlated to Maryland ELA Standards

Maryland English Language Arts Standards: Reading L	,
	nterature » Grade 11
Key Ideas and Details	CD/TOVE 10 15 45 50 110
	SB/TWE: 10, 15, 45, 50, 118,
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of	123, 132, 156, 159, 168, 169,
what the text says explicitly as well as inferences drawn from the text,	187, 202, 208, 210, 234, 244,
including determining where the text leaves matters uncertain.	245, 249, 253, 256, 257, 261,
	308, 314, 323, 348, 357
RL.11-12.2 Determine two or more themes or central ideas of a text and	SB/TWE: 15, 51, 60, 61, 62,
analyze their development over the course of the text, including how they	132, 156, 159, 161, 168, 169,
interact and build on one another to produce a complex account; provide an	172, 202, 219, 229, 233, 244,
objective summary of the text.	249, 253, 266, 267, 344, 348,
objective summary of the text.	361, 363, 370
	SB/TWE: 50, 62, 121, 123,
RL.11-12.3 Analyze the impact of the author's choices regarding how to	132, 161, 172, 187, 202, 206,
develop and relate elements of a story or drama (e.g., where a story is set, how	210, 223, 224, 234, 253, 255,
the action is ordered, how the characters are introduced and developed).	257, 261, 308, 314, 322, 323,
the action is ordered, now the characters are introduced and developed).	324
Craft and Structure	321
Craft and Structure	CD/TW/E 9 10 27 27 22 42
	SB/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
RL.11-12.4 Determine the meaning of words and phrases as they are used in	202, 222, 224, 247, 249, 269,
the text, including figurative and connotative meanings; analyze the impact of	271, 273, 280, 286, 287, 288,
specific word choices on meaning and tone, including words with multiple	289, 299, 306, 308, 325, 327,
meanings or language that is particularly fresh, engaging, or beautiful. (Include	336, 342, 344, 349, 357, 358,
Shakespeare as well as other authors.)	359, 361, 372, 374, 396, 403
RL.11-12.5 Analyze how an author's choices concerning how to structure	
specific parts of a text (e.g., the choice of where to begin or end a story, the	SB/TWE: 124, 125, 201, 213,
choice to provide a comedic or tragic resolution) contribute to its overall	244, 256, 257, 261, 315, 365,
structure and meaning as well as its aesthetic impact.	366, 371
RL.11-12.6 Analyze a case in which grasping a point of view requires	· · · · · · · · · · · · · · · · · · ·
distinguishing what is directly stated in a text from what is really meant (e.g.,	SB/TWE: 124, 206, 219, 220,
satire, sarcasm, irony, or understatement).	244, 257, 261, 268, 302, 366,
satire, sareasin, nony, or understatement).	367, 371
Internation of Versuladae and Idea	
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g.,	
recorded or live production of a play or recorded novel or poetry), evaluating	SB/TWE: 25, 52, 54, 57, 60,
how each version interprets the source text. (Include at least one play by	131, 210, 213, 235, 239, 343,
Shakespeare and one play by an American dramatist.)	350, 351
RL.11-12.8 (not applicable to literature)	
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth and early-	SB/TWE: 60, 126, 127, 131,
twentieth-century foundational works of American literature, including how	162, 202, 208, 249, 256, 316,
two or more texts from the same period treat similar themes or topics.	318
Range of Reading and Level of Text Comp	plexity
RL.11-12.10 By the end of grade 11, read and comprehend literature,	
including stories, dramas, and poems, in the grades 11-CCR text complexity	SB/TWE: 29-31, 65-66, 92-94, 175-
band proficiently, with scaffolding as needed at the high end of the range.	175, 271-273, 374-379
<u> </u>	

Maryland English Language Arts Standards: Reading Informational Text » Grade 11	
Key Ideas and Details	
	SB/TWE: 7, 25, 31, 32, 42, 82, 86, 89, 99, 136, 140, 141, 158, 175, 185, 194, 195, 196,
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	271, 273, 274, 275, 279, 282, 283, 327, 332, 333, 341, 394, 395, 404, 405
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	SB/TWE: 29, 31, 65, 70, 86, 89, 112, 136, 140, 141, 175, 185, 196, 273, 279, 282, 298, 327, 374, 380
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	SB/TWE: 26, 33, 35, 86, 89, 177, 274, 275, 279, 374, 380
Craft and Structure	
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	SB/TWE: 33, 35, 71, 72, 75, 82, 89, 92, 94, 99, 141, 144, 146, 152, 177, 274, 275, 279, 283, 332, 333, 374, 383
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	SB/TWE: 73, 76, 84, 85, 207, 273, 277, 282, 296, 303, 313, 314, 315, 316, 328, 335, 365, 368, 396
Integration of Knowledge and Ideas	3
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	SB/TWE: 52, 54, 57, 144, 146, 180, 185, 242, 264, 282, 334
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	SB/TWE: 37, 70, 75, 89, 92, 94, 99, 102, 141, 144, 146, 152, 274, 275, 279, 282, 283, 373, 384, 389
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenthcentury foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	SB/TWE: 75, 88, 89, 92, 94, 130, 141, 144, 146, 152, 274, 275, 279, 282, 283, 334, 383
Range of Reading and Level of Text Comp	plexity
RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB/TWE: 29-31, 65-66, 92-94, 175- 175, 271-273, 374-379
Maryland English Language Arts Standards: Write	ting » Grade 11
Text Types and Purposes	

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1.c Use words, phrases, and clauses as well as varied syntax 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.
- W.11-12.1.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.

• W.11-12.1.e Provide a concluding statement or section that follows from and 264, 282, 289, 293, 294, 303, supports the argument presented.

SB/TWE: 23, 52, 101, 102, 183, 206, 209, 217, 228, 249, 338, 401, 407, 408

W.11-12.2 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.

- W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2.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.
- W.11-12.2.f Provide a concluding statement or section that follows from and SB/TWE: 23, 31, 37, 39, 40, supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

57, 58, 80, 91, 113, 130, 143, 150, 186, 190, 191, 197, 242, 264

W.11-12.3 Write narratives to develop real or imagined experiences or events	
using effective technique, well-chosen details, and well-structured event	
sequences.	
• W.11-12.3.a Engage and orient the reader by setting out a problem, situation,	
or observation and its significance, establishing one or multiple point(s) of	
view, and introducing a narrator and/or characters; create a smooth	
progression of experiences or events.	
• W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or	
characters. W.11-12.3.c Use a	
variety of techniques to sequence events so that they build on one another to	
create a coherent whole and build toward a particular tone and outcome (e.g., a	
sense of mystery, suspense, growth, or resolution).	
<ul> <li>W.11-12.3.d Use precise words and phrases, telling details, and sensory</li> </ul>	
language to convey a vivid picture of the experiences, events, setting, and/or	
characters.	
• W.11-12.3.e Provide a conclusion that follows from and reflects on what is	
experienced, observed, or resolved over the course of the narrative.	SB/TWE: 264, 321, 356, 368
Production and Distribution of Writing	
	SB/TWE: 23, 97, 105, 113,
	124, 127, 129, 130, 161, 183,
	186, 187, 190, 197, 217, 234,
W.11-12.4 Produce clear and coherent writing in which the development,	242, 243, 249, 256, 274, 282,
	289, 290, 303, 305, 321, 356,
specific expectations for writing types are defined in standards 1-3 above.)	368, 392, 400, 408
	SB/TWE: 23, 97, 105, 113,
W.11-12.5 Develop and strengthen writing as needed by planning, revising,	124, 127, 129, 130, 161, 183,
editing, rewriting, or trying a new approach, focusing on addressing what is	186, 187, 190, 197, 217, 234,
most significant for a specific purpose and audience. (Editing for conventions	242, 243, 249, 256, 274, 282,
should demonstrate command of Language standards 1-3 up to and including	289, 290, 303, 305, 321, 356,
grades 11-12 here.)	368, 392, 400, 408
	SB/TWE: 23, 97, 105, 113,
	124, 127, 129, 130, 161, 183,
	186, 187, 190, 197, 217, 234,
W.11-12.6 Use technology, including the Internet, to produce, publish, and	242, 243, 249, 256, 274, 282,
update individual or shared writing products in response to ongoing feedback,	289, 290, 303, 305, 321, 356,
including new arguments or information.	368, 392, 400, 408
Research to Build and Present Knowle	dge
W.11-12.7 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	SB/TWE: 33, 39, 40, 58, 106,
on the subject, demonstrating understanding of the subject under investigation.	189, 242, 282, 321, 399, 400
W.11-12.8 Gather relevant information from multiple authoritative print and	· · · · · · · · · · · · · · · · · · ·
digital sources, using advanced searches effectively; assess the strengths and	
limitations of each source in terms of the task, purpose, and audience; integrate	
information into the text selectively to maintain the flow of ideas, avoiding	
plagiarism and overreliance on any one source and following a standard format	SR/TWF: 33-30-40-58-106
for citation	189, 242, 282, 321, 399, 400
101 CIMMOII	102, 272, 202, 321, 399, 400

<ul> <li>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>W.11-12.9.a Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more</li> </ul>	
texts from the same period treat similar themes or topics").  • W.11-12.9.b Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the	CD/TN/E 57 00 104 115
reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	SB/TWE: 57, 80, 106, 115, 127, 143, 165, 183, 186, 197, 234, 282, 289, 303, 321, 368, 392
Range of Writing	
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	SB/TWE: 100, 110, 186, 194, 289, 298, 396, 404
Maryland English Language Arts Standards: Speaking an	d Listening » Grade 11
Discussion and Collaboration	
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	SB/TWE: 7, 20, 37, 54, 79, 94, 115, 180, 182, 192, 199, 217, 254, 283, 305, 320, 366, 393, 407
SL.11-12.1.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.	SB/TWE: 7, 20, 37, 54, 79, 94, 115, 180, 182, 192, 199, 217, 254, 283, 305, 320, 366, 393, 407
SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SB/TWE: 7, 20, 37, 54, 79, 94, 115, 180, 182, 192, 199, 217, 254, 283, 305, 320, 366, 393, 407
SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	SB/TWE: 7, 20, 37, 54, 79, 94, 115, 180, 182, 192, 199, 217, 254, 283, 305, 320, 366, 393, 407
SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	SB/TWE: 7, 20, 37, 54, 79, 94, 115, 180, 182, 192, 199, 217, 254, 283, 305, 320, 366, 393, 407
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SB/TWE: 7, 217, 264, 337, 338
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SB/TWE: 37, 70, 74, 77, 79, 104, 111, 113, 139, 152, 153, 182, 274, 275, 283, 337, 338, 340, 341, 393
Presentation of Knowledge and Idea	s

Т

SL.11-12.4 Present information, findings, and supporting evidence, conveying	
a clear and distinct perspective, such that listeners can follow the line of	CD/TYVE 40 50 70 140 100
reasoning, alternative or opposing perspectives are addressed, and the	SB/TWE: 40, 58, 79, 149, 182,
organization, development, substance, and style are appropriate to purpose,	217, 242, 254, 264, 283, 337,
audience, and a range of formal and informal tasks.	338, 355, 393
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio,	SB/TWE: 40, 58, 79, 149, 182,
, 1	217, 242, 254, 264, 283, 337,
findings, reasoning, and evidence and to add interest.	338, 355, 393
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a	SB/TWE: 40, 58, 79, 149, 182,
command of formal English when indicated or appropriate. (See grades 11-12	217, 242, 254, 264, 283, 337,
Language standards 1 and 3 here for specific expectations.)	338, 355, 393
Maryland English Language Arts Standards: Lang	uage » Grade 11
Conventions of Standard English	
	SB/TWE: 21, 101, 107, 109,
L.11-12.1 Demonstrate command of the conventions of standard English	181, 192, 217, 240, 242, 282,
grammar and usage when writing or speaking.	295, 320, 337, 338, 391, 402
_	SB/TWE: 21, 101, 107, 109,
L.11-12.1.a Apply the understanding that usage is a matter of convention, can	181, 192, 217, 240, 242, 282,
change over time, and is sometimes contested.	295, 320, 337, 338, 391, 402
L.11-12.1.b Resolve issues of complex or contested usage, consulting	SB/TWE: 21, 101, 107, 109,
references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's	181, 192, 217, 240, 242, 282,
Modern American Usage) as needed.	295, 320, 337, 338, 391, 402
The state of the s	SB/TWE: 21, 101, 107, 109,
L.11-12.2 Demonstrate command of the conventions of standard English	181, 192, 217, 240, 242, 282,
capitalization, punctuation, and spelling when writing.	295, 320, 337, 338, 391, 402
capitalization, punctuation, and spenning when writing.	SB/TWE: 21, 101, 107, 109,
	181, 192, 217, 240, 242, 282,
L.11-12.2.a Observe hyphenation conventions.	295, 320, 337, 338, 391, 402
L.11-12.2.a Observe hyphenation conventions.	
	SB/TWE: 21, 101, 107, 109,
	181, 192, 217, 240, 242, 282,
L.11-12.2.b Spell correctly.	295, 320, 337, 338, 391, 402
Knowledge of Language	
L.11-12.3 Apply knowledge of language to understand how language functions	
in different contexts, to make effective choices for meaning or style, and to	127, 148, 168, 192, 242, 249,
comprehend more fully when reading or listening.	262, 267, 395
L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's Artful	SB/TWE: 38, 77, 107, 110,
Sentences) for guidance as needed; apply an understanding of syntax to the	127, 148, 168, 192, 242, 249,
study of complex texts when reading.	262, 267, 395
Vocabulary Acquisition and Use	
	SB/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning	
words and phrases based on grades 11-12 reading and content, choosing	336, 342, 344, 349, 357, 358,
flexibly from a range of strategies.	359, 361, 372, 374, 396, 403
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	SB/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
I 11 12 4 a Usa context (a.g. the execution of a contenue necessary) on	
L.11-12.4.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	336, 342, 344, 349, 357, 358,
word or phrase.	359, 361, 372, 374, 396, 403
	SB/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
L.11-12.4.b Identify and correctly use patterns of word changes that indicate	289, 299, 306, 308, 325, 327,
different meanings or parts of speech (e.g., conceive, conception,	336, 342, 344, 349, 357, 358,
conceivable).	
concervable).	359, 361, 372, 374, 396, 403
	SB/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
L.11-12.4.c Consult general and specialized reference materials (e.g.,	271, 273, 280, 286, 287, 288,
dictionaries, glossaries, thesauruses), both print and digital, to find the	289, 299, 306, 308, 325, 327,
	336, 342, 344, 349, 357, 358,
speech, its etymology, or its standard usage.	
speech, its etymology, of its standard usage.	359, 361, 372, 374, 396, 403
	SB/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
	289, 299, 306, 308, 325, 327,
L.11-12.4.d Verify the preliminary determination of the meaning of a word or	336, 342, 344, 349, 357, 358,
phrase (e.g., by checking the inferred meaning in context or in a dictionary).	359, 361, 372, 374, 396, 403
primate (1.5., 6.) encoking the interior meaning in context of in a dictionary).	SB/TWE: 15, 55, 164, 169,
I 11 12 5 Demonstrate understanding of Garactic 1	
L.11-12.5 Demonstrate understanding of figurative language, word	175, 209, 219, 220, 221, 255,
relationships, and nuances in word meanings.	266, 267, 302, 334, 340, 406
	SB/TWE: 15, 55, 164, 169,
L.11-12.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context	175, 209, 219, 220, 221, 255,
and analyze their role in the text.	266, 267, 302, 334, 340, 406
	SB/TWE: 15, 55, 164, 169,
L.11-12.5.b Analyze nuances in the meaning of words with similar	175, 209, 219, 220, 221, 255,
denotations.	266, 267, 302, 334, 340, 406
	SB/TWE: 8, 27, 43, 63, 84,
L.11-12.6 Acquire and use accurately general academic and domain-specific	100, 116, 134, 154, 170, 186,
1 7 7	
words and phrases, sufficient for reading, writing, speaking, and listening at	200, 222, 224, 247, 269, 271,
the college and career readiness level; demonstrate independence in gathering	280, 282, 289, 306, 325, 327,
vocabulary knowledge when considering a word or phrase	342, 344, 349, 359, 372, 374,
important to comprehension or expression.	396

Perfection Learning Connections: English Language Arts correlated to Maryland ELA Standards

Perfection Learning Connections: English Language Arts correlated to	
Maryland English Language Arts Standards: Reading L	nerature » Grade 12
Key Ideas and Details	
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	SB/TWE: 10, 15, 45, 50, 118, 123, 132, 156, 159, 168, 169, 187, 202, 208, 210, 234, 244, 245, 249, 253, 256, 257, 261, 308, 314, 323, 348, 357
analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	SB/TWE: 15, 51, 60, 61, 62, 132, 156, 159, 161, 168, 169, 172, 202, 219, 229, 233, 244, 249, 253, 266, 267, 344, 348, 361, 363, 370
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	SB/TWE: 50, 62, 121, 123, 132, 161, 172, 187, 202, 206, 210, 223, 224, 234, 253, 255, 257, 261, 308, 314, 322, 323, 324
Craft and Structure	
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	SB/TWE: 8, 10, 26, 27, 29, 43, 45, 63, 65, 77, 84, 86, 100, 110, 116, 118, 134, 136, 154, 156, 170, 172, 175, 186, 200, 202, 222, 224, 247, 249, 269, 271, 273, 280, 286, 287, 288, 289, 299, 306, 308, 325, 327, 336, 342, 344, 349, 357, 358, 359, 361, 372, 374, 396, 403  SB/TWE: 124, 125, 201, 213, 244, 256, 257, 261, 315, 365, 366, 371  SB/TWE: 124, 206, 219, 220, 244, 257, 261, 268, 302, 366, 367, 371
Integration of Knowledge of Ideas	,
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g.,	SB/TWE: 25, 52, 54, 57, 60, 131, 210, 213, 235, 239, 343, 350, 351
twentieth-century foundational works of American literature, including how	SB/TWE: 60, 126, 127, 131, 162, 202, 208, 249, 256, 316, 318 <b>Dlexity</b>
	SB/TWE: 73-75, 122-126, 183-187, 307-311, 351-352, 361-364. 387-388 national Text » Grade 12

Key Ideas and Details		
Acy fueus and Details	SB/TWE: 7, 25, 31, 32, 42,	
	82, 86, 89, 99, 136, 140, 141,	
	158, 175, 185, 194, 195, 196,	
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of	271, 273, 274, 275, 279, 282,	
what the text says explicitly as well as inferences drawn from the text,	283, 327, 332, 333, 341, 394,	
including determining where the text leaves matters uncertain.	395, 404, 405	
RI.11-12.2 Determine two or more central ideas of a text and analyze their	SB/TWE: 29, 31, 65, 70, 86,	
development over the course of the text, including how they interact and build	89, 112, 136, 140, 141, 175,	
on one another to provide a complex analysis; provide an objective summary	185, 196, 273, 279, 282, 298,	
of the text.	327, 374, 380	
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain	327, 374, 360	
how specific individuals, ideas, or events interact and develop over the course	SB/TWE: 26, 33, 35, 86, 89,	
of the text.	177, 274, 275, 279, 374, 380	
	177, 274, 273, 279, 374, 380	
Craft and Structure		
RI.11-12.4 Determine the meaning of words and phrases as they are used in a		
text, including figurative, connotative, and technical meanings; analyze how an	SR/TWF: 15 55 164 169	
author uses and refines the meaning of a key term or terms over the course of a		
text (e.g., how Madison defines faction in Federalist No. 10).	266, 267, 302, 334, 340, 406	
text (e.g., now inaction defines faction in redefanst two. 10).	SB/TWE: 33, 35, 71, 72, 75,	
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author	82, 89, 92, 94, 99, 141, 144,	
uses in his or her exposition or argument, including whether the structure	146, 152, 177, 274, 275, 279,	
makes points clear, convincing, and engaging.	283, 332, 333, 374, 383	
makes points clear, convincing, and engaging.		
DI 11 12 ( D-4in	SB/TWE: 73, 76, 84, 85, 207,	
RI.11-12.6 Determine an author's point of view or purpose in a text in which	273, 277, 282, 296, 303, 313,	
the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	314, 315, 316, 328, 335, 365, 368, 396	
Integration of Knowledge of Ideas	308, 370	
RI.11-12.7 Integrate and evaluate multiple sources of information presented in	SB/TWE: 52, 54, 57, 144,	
different media or formats (e.g., visually, quantitatively) as well as in words in		
order to address a question or solve a problem.	334	
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts,	334	
including the application of constitutional principles and use of legal reasoning	SD/TWE: 27-70-75-80-02	
(e.g., in U.S. Supreme Court majority	94, 99, 102, 141, 144, 146,	
opinions and dissents) and the premises, purposes, and arguments in works of	152, 274, 275, 279, 282, 283,	
public advocacy (e.g., The Federalist, presidential addresses).	373, 384, 389	
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenthcentury	275, 301, 307	
foundational U.S. documents of historical and literary significance (including		
The Declaration of Independence, the Preamble to the Constitution, the Bill of		
Rights, and Lincoln's Second Inaugural Address) for their themes, purposes,	SB/TWE: 75, 88, 89, 92, 94,	
and	130, 141, 144, 146, 152, 274,	
rhetorical features.	275, 279, 282, 283, 334, 383	
Range of Reading and Level of Text Com		
RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction		
at the high end of the grades 11-CCR text complexity band independently and	SB/TWE: 73-75, 122-126, 183-187,	
proficiently.	307-311, 351-352, 361-364. 387-388	
Maryland English Language Arts Standards: Writ		
Text Types and Purposes		
Text Types and I diposes		

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1.c Use words, phrases, and clauses as well as varied syntax 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.
- W.11-12.1.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.

• W.11-12.1.e Provide a concluding statement or section that follows from and 116, 178, 218, 232, 248, 279, supports the argument presented.

SB/TWE: 17, 54, 82, 100, 297, 300, 336

W.11-12.2 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.

- W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2.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.
- W.11-12.2.f Provide a concluding statement or section that follows from and 82, 100, 149, 156, 168, 175, supports the information or

explanation presented (e.g., articulating implications or the significance of the topic).

SB/TWE: 17, 37, 54, 76, 79, 178, 192, 194, 195, 207, 225, 262, 279, 321, 350, 372, 390, 394, 416, 458

<ul> <li>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>W.11-12.3 Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>W.11-12.3 b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>W.11-12.3 c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>W.11-12.3 d Use precise words and phrases, telling details, and sensory</li> </ul>	
language to convey a vivid picture of the experiences, events, setting, and/or	
<ul> <li>characters.</li> <li>W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	SB/TWE: 21, 22, 35, 62, 100, 106, 107, 109, 110, 111, 154, 157, 207, 218, 356
Production and Distribution of Writin	ng
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1-3 above.) W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)	SB/TWE: 21, 22, 56, 82, 100, 101, 111, 116, 127, 129, 134, 135, 157, 218, 225, 248, 262, 279, 329, 356, 372, 447, 450, 451, 453  SB/TWE: 21, 22, 56, 82, 100, 101, 111, 116, 127, 129, 134, 135, 157, 218, 225, 248, 262, 279, 329, 356, 372, 447, 450, 451, 453
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  Research to Build and Present Knowledge.	SB/TWE: 21, 22, 56, 82, 100, 101, 111, 116, 127, 129, 134, 135, 157, 218, 225, 248, 262, 279, 329, 356, 372, 447, 450, 451, 453
Research to bund and Fresent Knowle	uge
3 7 8 8	SB/TWE: 21, 63, 81, 82, 116, 135, 232, 321, 330, 440, 448, 449
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation	SB/TWE: 21, 63, 81, 82, 116,

<ul> <li>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>W.11-12.9.a Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more</li> </ul>		
texts from the same period treat similar themes or topics").  • W.11-12.9.b Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the		
reasoning in seminal U.S. texts, including the application of constitutional		
principles and use of legal reasoning [e.g., in U.S. Supreme Court Case	SB/TWE: 189, 224, 225, 246,	
majority opinions and dissents] and the premises, purposes, and arguments in	248, 249, 262, 297, 300, 315,	
works of public advocacy [e.g., The Federalist, presidential addresses]").	350, 354, 369, 385, 390	
Range of Writing	330, 334, 302, 303, 370	
W.11-12.10 Write routinely over extended time frames (time for research,		
reflection, and revision) and shorter time frames (a single sitting or a day or		
two) for a range of tasks, purposes, and audiences.	SB/TWE: 105, 113, 222, 224, 333, 446	
7 2 1		
Maryland English Language Arts Standards: Speaking and Listening » Grade 12		
Comprehension and Collaboration SL.11-12.1 Initiate and participate effectively in a range of collaborative	SB/TWE: 7, 34, 37, 40, 73,	
- · · · · · · · · · · · · · · · · · · ·	110, 112, 129, 131, 134, 188,	
discussions (one-on-one, in groups, and teacherled) with diverse partners on	257, 260, 263, 275, 279, 350,	
grades 11-12 topics, texts, and issues, building on others' ideas and expressing	354, 366, 369, 392, 415, 431	
their own clearly and persuasively.		
SL.11-12.1.a Come to discussions prepared, having read and researched	SB/TWE: 7, 34, 37, 40, 73,	
material under study; explicitly draw on that preparation by referring to	110, 112, 129, 131, 134, 188,	
evidence from texts and other research on the topic or issue to stimulate a	257, 260, 263, 275, 279, 350,	
thoughtful, well-reasoned exchange of ideas.	354, 366, 369, 392, 415, 431	
SL.11-12.1.b Work with peers to promote civil, democratic discussions and	SB/TWE: 7, 34, 37, 40, 73,	
decision-making, set clear	110, 112, 129, 131, 134, 188,	
goals and deadlines, and establish individual roles as needed.	257, 260, 263, 275, 279, 350,	
	354, 366, 369, 392, 415, 431	
SL.11-12.1.c Propel conversations by posing and responding to questions that		
probe reasoning and	SB/TWE: 7, 34, 37, 40, 73,	
evidence; ensure a hearing for a full range of positions on a topic or issue;	110, 112, 129, 131, 134, 188,	
clarify, verify, or challenge ideas and conclusions; and promote divergent and	257, 260, 263, 275, 279, 350,	
creative perspectives	354, 366, 369, 392, 415, 431	
SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize	SB/TWE: 7, 34, 37, 40, 73,	
comments, claims, and evidence made on all sides of an issue; resolve	110, 112, 129, 131, 134, 188,	
contradictions when possible; and determine what additional information or	257, 260, 263, 275, 279, 350,	
research is required to deepen the investigation or complete the task.	354, 366, 369, 392, 415, 431	
SL.11-12.2 Integrate multiple sources of information presented in diverse		
formats and media (e.g., visually, quantitatively, orally) in order to make		
informed decisions and solve problems, evaluating the credibility and accuracy	SB/TWE: 7, 15, 151, 156,	
of each source and noting any discrepancies among the data.	176, 215, 275, 279, 392	
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence		
and rhetoric, assessing the stance, premises, links among ideas, word choice,	SB/TWE: 97, 110, 112, 151,	
points of emphasis, and tone used.	215, 275, 279, 292, 295, 415	
Presentation of Knowledge and Ideas		

	T	
SL.11-12.4 Present information, findings, and supporting evidence, conveying		
a clear and distinct perspective, such that listeners can follow the line of		
reasoning, alternative or opposing perspectives are addressed, and the	SB/TWE: 19, 41, 73, 110,	
organization, development, substance, and style are appropriate to purpose,	112, 156, 194, 195, 245, 279,	
audience, and a range of formal and informal tasks.	350, 369, 392, 415	
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio,	SB/TWE: 19, 41, 73, 110,	
visual, and interactive elements) in presentations to enhance understanding of	112, 156, 194, 195, 245, 279,	
findings, reasoning, and evidence and to add interest.	350, 369, 392, 415	
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a	SB/TWE: 19, 41, 73, 110,	
command of formal English when indicated or appropriate. (See grades 11-12	112, 156, 194, 195, 245, 279,	
Language standards 1 and 3 here for specific expectations.)	350, 369, 392, 415	
Maryland English Language Arts Standards: Lang	uage » Grade 12	
Conventions of Standard English		
L.11-12.1 Demonstrate command of the conventions of standard English	SB/TWE: 111, 112, 332, 367, 390, 396,	
grammar and usage when writing or speaking.	453	
L.11-12.1.a Apply the understanding that usage is a matter of convention, can	SB/TWE: 111, 112, 332, 367,	
change over time, and is sometimes contested.	390, 396, 453	
L.11-12.1.b Resolve issues of complex or contested usage, consulting	· · ·	
references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's	SB/TWE: 111, 112, 332, 367,	
Modern American Usage) as needed.	390, 396, 453	
L.11-12.2 Demonstrate command of the conventions of standard English	SB/TWE: 111, 112, 332, 367,	
capitalization, punctuation, and spelling when writing.	390, 396, 453	
capitalization, punctuation, and spenning when writing.		
I 11 12 2 - Oh hh	SB/TWE: 111, 112, 332, 367,	
L.11-12.2.a Observe hyphenation conventions.	390, 396, 453	
	SB/TWE: 111, 112, 332, 367,	
L.11-12.2.b Spell correctly.	390, 396, 453	
Knowledge of Language		
L.11-12.3 Apply knowledge of language to understand how language functions		
in different contexts, to make effective choices for meaning or style, and to	SB/TWE: 80, 111, 155, 180,	
comprehend more fully when reading or listening.	220	
L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's Artful		
Sentences) for guidance as needed; apply an understanding of syntax to the	SB/TWE: 80, 111, 155, 180,	
study of complex texts when reading.	220	
Vocabulary Acquisition and Use		
	SB/TWE: 8, 10, 19, 27, 29,	
	45, 47, 68, 69, 71, 73, 86, 88,	
	120, 122, 139, 141, 163, 165,	
	182, 184, 200, 202, 222, 236,	
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning		
words and phrases based on grades 11-12 reading and content, choosing	290, 305, 324, 338, 359, 374,	
flexibly from a range of strategies.	375, 399, 446	
	SB/TWE: 8, 10, 19, 27, 29,	
	45, 47, 68, 69, 71, 73, 86, 88,	
	120, 122, 139, 141, 163, 165,	
I 11 12 4 - II	182, 184, 200, 202, 222, 236,	
L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or	238, 252, 254, 266, 283, 285, 290, 305, 324, 338, 359, 374,	
text; a word's position or function in a sentence) as a clue to the meaning of a	1790 305 374 338 359 374	
word or phrase.	375, 399, 446	

	SB/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
L.11-12.4.b Identify and correctly use patterns of word changes that indicate	289, 299, 306, 308, 325, 327,
different meanings or parts of speech (e.g., conceive, conception,	336, 342, 344, 349, 357, 358,
conceivable).	359, 361, 372, 374, 396, 403
	SB/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
I 11 12 4 - C	202, 222, 224, 247, 249, 269,
L.11-12.4.c Consult general and specialized reference materials (e.g.,	271, 273, 280, 286, 287, 288,
dictionaries, glossaries, thesauruses), both print and digital, to find the	289, 299, 306, 308, 325, 327,
pronunciation of a word or determine or clarify its precise meaning, its part of	336, 342, 344, 349, 357, 358,
speech, its etymology, or its standard usage.	359, 361, 372, 374, 396, 403
	SB/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
	289, 299, 306, 308, 325, 327,
L.11-12.4.d Verify the preliminary determination of the meaning of a word or	336, 342, 344, 349, 357, 358,
phrase (e.g., by checking the inferred meaning in context or in a dictionary).	359, 361, 372, 374, 396, 403
	SB/TWE: 15, 55, 164, 169,
L.11-12.5 Demonstrate understanding of figurative language, word	175, 209, 219, 220, 221, 255,
relationships, and nuances in word meanings.	266, 267, 302, 334, 340, 406
	SB/TWE: 15, 55, 164, 169,
L.11-12.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context	175, 209, 219, 220, 221, 255,
and analyze their role in the text.	266, 267, 302, 334, 340, 406
·	SB/TWE: 15, 55, 164, 169,
L.11-12.5.b Analyze nuances in the meaning of words with similar	175, 209, 219, 220, 221, 255,
denotations.	266, 267, 302, 334, 340, 406
	SB/TWE: 8, 27, 45, 86, 120,
L.11-12.6 Acquire and use accurately general academic and domain-specific	122, 139, 141, 163, 165, 182,
words and phrases, sufficient for reading, writing, speaking, and listening at	184, 200, 202, 222, 236, 238,
the college and career readiness level; demonstrate independence in gathering	252, 254, 266, 283, 285, 290,
	305, 324, 338, 359, 374, 375,
vocabulary knowledge when considering a word or phrase	
important to comprehension or expression.	399, 446