

Main Criteria: Spelling Classroom
Secondary Criteria: Maryland College and Career-Ready Standards
Subject: Language Arts
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Scrambled Sentences

Summary: Drag and drop the words to form a correct sentence before the time runs out.

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RL1.	Ask and answer questions about key details in a text.
EXPECTATION	1.RL1.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RL3.	Describe characters, settings, and major events in a story, using key details.
EXPECTATION	1.RL3.5.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
EXPECTATION	1.RL4.3.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS L.1.5c)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	1.RL5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
EXPECTATION	1.RL5.3.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LEVEL		
OBJECTIVE	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events.
EXPECTATION	1.RL7.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	1.RL9.	Compare and contrast the adventures and experiences of characters in stories.
EXPECTATION	1.RL9.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RI3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
EXPECTATION	1.RI3.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS 1 L6).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
EXPECTATION	1.RI4.2.	Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.
EXPECTATION	1.RI4.5.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.1.6).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RI7.	Use the illustrations and details in a text to describe its key ideas.
EXPECTATION	1.RI7.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.1.6).
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding.
EXPECTATION	1.RF4.a.3.	Use context cues and text features to determine and clarify the meanings of an unknown word.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR /	1.RF4.	Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL		
OBJECTIVE	1.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	1.RF4.c.4.	Use context cues and visual clues to guide self-correction.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	1.W2-b.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Supply some facts about the topic.
EXPECTATION	1.W2-b.4.	Write several sentences using the facts that are all related to the topic: Produce complete simple and compound sentences (CCSS L.1.1f); Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (CCSS L.1.2d).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3-c.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure – Use temporal words to signal event order.
EXPECTATION	1.W3-c.3.	Write sentences in a meaningful order using temporal words to identify the sequence.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-j.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
EXPECTATION	1.L1-j.2.	Distinguish between a sentence and a fragment.
EXPECTATION	1.L1-j.4.	Use learned parts of speech to expand sentences orally and in writing.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	1.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies – Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	1.L4-a.1.	Identify sentence clues that help determine or clarify the meaning of a word or phrase.
EXPECTATION	1.L4-a.2.	Access prior knowledge to help determine or clarify the meaning of a word or phrase.
EXPECTATION	1.L4-a.3.	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LEVEL		
OBJECTIVE	1.L5-a.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION	1.L5-a.1.	Identify commonalities and underlining concepts among groups of words.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-b.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
EXPECTATION	1.L5-b.1.	Discuss key attributes of words to identify a category.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-d.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
EXPECTATION	1.L5-d.3.	Use context clues to distinguish intensity (nuances) of meaning among synonyms.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	1.L6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
EXPECTATION	1.L6.1.	Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	2.RL1.	Ask and answer such questions as who, what, where, when, and how to demonstrate understanding in a text.
EXPECTATION	2.RL1.7.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.2.3.)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR /	RL2.CCR	Anchor Standard: Determine central ideas or themes of a text and analyze their

PROFICIENCY LEVEL	.	development; summarize the key supporting details and ideas.
OBJECTIVE	2.RL2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION	2.RL2.7.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.2.3)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	2.RL3.	Describe how characters in a story respond to major events and challenges.
EXPECTATION	2.RL3.5.	Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	2.RL5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
EXPECTATION	2.RL5.3.	Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	2.RL7.	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
EXPECTATION	2.RL7.5.	Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	2.RL9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
EXPECTATION	2.RL9.4.	Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	2.RI3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
EXPECTATION	2.RI3.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.2.6).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	2.RI4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
EXPECTATION	2.RI4.2.	Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.
EXPECTATION	2.RI4.3.	Determine and clarify meaning of words and phrases, choosing flexibly from an array of strategies: use sentence level context (CCSS L.2.4a); determine the meaning of the new word formed when a known prefix is added to a known word (CCSS L.2.4b); use a known root word as a clue the meaning of an unknown word (CCSS L.2.4c).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	2.RI7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
EXPECTATION	2.RI7.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.2.6).
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	2.RF3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF3.a.2	Identify and apply vowel pattern pronunciation rules to read words.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	2.RF3.b.	Know sound-spelling correspondences for additional common vowel teams.
EXPECTATION	2.RF3.b.2	Identify and apply vowel team pronunciation rules.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	2.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	2.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	2.RF4.c.4.	Use context cues, sentence structure, and visual clues to guide self-correction.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	2.W1-b.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section – Supply reasons that support the opinion.

EXPECTATION	2.W1-b.3.	Draft a paragraph or multiple paragraphs to support an opinion: Use reflexive pronouns (e.g., myself, ourselves) (CCSS L.2.1c); Produce complete simple and compound sentences (See CCSS L.2.1f); Use knowledge of language conventions when writing (See CCSS .2.L3).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	2.W2-b.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Use facts and definitions to develop points.
EXPECTATION	2.W2-b.4.	Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic: Produce complete simple and compound sentences (CCSS L.2.1f); Use knowledge of language and its conventions when writing (See CCSS L.2.3).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	2.W3-b.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure – Include details to describe actions, thoughts, and feelings.
EXPECTATION	2.W3-b.2.	Include details that personalize the experience (thoughts, actions, and feelings) (See CCSS W.2.8); Produce complete simple and compound sentences (CCSS L.2.1f); Use adjectives and adverbs, and choose between them depending on what is to be modified (CCSS L.2.1e); Form and use frequently occurring irregular plural nouns (CCSS L.2.1b); Use knowledge of language conventions when writing (CCSS L.2.3).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	2.W3-c.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure – Use temporal words to signal event order.
EXPECTATION	2.W3-c.2.	Use words and phrases acquired through conversations, reading and being read to (See CCSS 2 L6).
EXPECTATION	2.W3-c.3.	Write sentences in a meaningful order using temporal words to signal the sequence.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	2.L1-f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
EXPECTATION	2.L1-f.1.	Distinguish between a sentence and a fragment.
EXPECTATION	2.L1-f.4.	Strengthen writing by using learned parts of speech to expand sentences.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and

LEVEL		consulting general and specialized reference materials, as appropriate.
OBJECTIVE	2.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies – Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L4-a.1.	Identify sentence clues that help determine or clarify the meaning of a word or phrase.
EXPECTATION	2.L4-a.2.	Access prior knowledge to help determine or clarify the meaning of a word or phrase.
EXPECTATION	2.L4-a.3.	Discuss words and word meanings as they are encountered.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	2.L5-b.	Demonstrate understanding of word relationships and nuances in word meanings – Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
EXPECTATION	2.L5-b.2.	Use context clues to distinguish intensity (nuances) of meaning among synonyms.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	2.L6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
EXPECTATION	2.L6.1.	Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.

Maryland College and Career-Ready Standards

Language Arts

Grade 3 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
EXPECTATION	3.RL4.5.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS L.3.5b)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
EXPECTATION	3.RI4.1.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS L.3.4a)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR /	3.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.

PROFICIENCY LEVEL		
OBJECTIVE	3.RF3.c.	Decode multisyllable words.
EXPECTATION	3.RF3.c.3	Confirm decoding efforts through word meanings and word order.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	3.RF4.c.2	Use context clues, sentence structure, and visual clues to guide self-correction.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L1-a.1.	Recognize and name parts of speech in text presented in a variety of formats.
EXPECTATION	3.L1-a.2.	Identify and explain the differences between parts of speech and their functions.
EXPECTATION	3.L1-a.3.	Demonstrate correct use of parts of speech in oral and written language.
EXPECTATION	3.L1-a.4.	Analyze writing models for correct use of parts of speech.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	3.L1-i.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce simple, compound, and complex sentences.
EXPECTATION	3.L1-i.1.	Distinguish between a sentence and a fragment.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	3.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Recognize and observe differences between the conventions of spoken and written standard English.
EXPECTATION	3.L3-b.2.	Demonstrate conventions of spoken and written English in conversations and writing.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	3.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content – Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	3.L4-a.1.	Identify clues within a sentence that help determine or clarify the meaning of a word or phrase.

EXPECTATION	3.L4-a.2.	Access and connect prior knowledge and experiences to determine the meaning of words and phrases.
EXPECTATION	3.L4-a.3.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	3.L4-d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
EXPECTATION	3.L4-d.4.	Use the context in which words are used to choose among possible meanings.

Maryland College and Career-Ready Standards

Language Arts

Grade 4 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	4.RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
EXPECTATION	4.RI4.1.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS L.4.4a)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	4.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	4.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	4.RF4.c.2.	Use context clues, sentence structure, and visual clues to guide self-correction.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	4.L1-e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use prepositional phrases.
EXPECTATION	4.L1-e.2.	Compose sentences using prepositional phrases to modify nouns and verbs.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	4.L1-f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	4.L1-f.1.	Differentiate between grammatically complete sentences, sentence fragments, and

		run-on sentences.
EXPECTATION	4.L1-f.5.	Analyze writing models for complete sentences.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	4.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION	4.L4-a.1.	Identify clues in the text that help determine or clarify the meaning of a word or phrase.
EXPECTATION	4.L4-a.2.	Connect prior knowledge and experiences to determine the meaning of a word or phrase.
EXPECTATION	4.L4-a.3.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	4.L4-c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
EXPECTATION	4.L4-c.3.	Use the context in which words are used to choose among possible meanings.

Maryland College and Career-Ready Standards

Language Arts

Grade 5 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	5.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION	5.RI4.1.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS L.5.4a)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	5.RI6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
EXPECTATION	5.RI6.4.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.5.1-2.).
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	5.RF4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	5.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	5.RF4.c.2	Use context clues, sentence structure, and visual clues to guide self-correction.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	5.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L1-a.1.	Differentiate between a sentence, a phrase, and a clause.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	5.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	5.L3-a.1.	Demonstrate command of conventions of standard English grammar and usage (See CCSS L.5.1).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	5.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	5.L4-a.1.	Use relationship of ideas in the text to determine meaning of a word or phrase.
EXPECTATION	5.L4-a.2.	Connect prior knowledge and experiences to determine the meaning of a word or phrase.
EXPECTATION	5.L4-a.3.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	5.L4-c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
EXPECTATION	5.L4-c.3.	Use the context in which words are used to choose among possible meanings.

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR /	RL1.CCR	Anchor Standard: Read closely to determine what the text says explicitly and to make

PROFICIENCY LEVEL	.	logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	6.RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	6.RL1.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	6.RL2.	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.
EXPECTATION	6.RL2.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	6.RL3.	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.
EXPECTATION	6.RL3.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	6.RL7.	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 or what they perceive when they listen or watch.
EXPECTATION	6.RL7.8.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	6.RL9.	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.
EXPECTATION	6.RL9.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	6.RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	6.RI1.1.	Apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.

EXPECTATION	6.RI.1.6.	Use relationships between words for understanding (See CCSS L.6.5b).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	6.RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
EXPECTATION	6.RI3.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	6.RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION	6.RI4.2.	Use context as a clue to the meaning of a word or phrase (See CCSS L.6.4a).
EXPECTATION	6.RI4.6.	Verify an inferred meaning of a word or phrase in reference materials (See CCSS L.6.4c).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	6.W1-b.	Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	6.W1-b.3.	Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.6.2e); formation of complete sentences (See CCSS L.6.1f); varying sentence patterns (See CCSS L.6.3a); pronouns written in the proper case (See CCSS L.6.1a); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); frequently confused words (See CCSS L.6.1g); spelling correctly (See CCSS L.6.2b).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	6.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.
EXPECTATION	6.W2-b.3.	Compose a draft of the body with attention to: effective organization of information (See CCSS W.6.5); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); subject-verb and pronoun antecedent agreement (See CCSS L.3.1f); formation of complete sentences (See CCSS L.4.1f); frequently confused words (See CCSS L.4.1g); recognition of variations from standard English and use of strategies to improve expression in conventional language (See CCSS L.6.1e).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	6.W2-c.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content –

		Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W2-c.1.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS L.6.5b)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	6.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	6.W2-d.1.	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. (CCSS L.6.6)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	6.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
EXPECTATION	6.W3-b.3.	Compose with attention to: subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); choosing words and phrases for effect and to convey ideas precisely (See CCSS L.3.3a); formation of complete sentences (See CCSS L.4.1f); varying sentence patterns for meaning, reader/listener interest, and style (See CCSS L.6.3a); maintaining consistency in style and tone (See CCSS L.6.3b); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); using intensive pronouns correctly (See CCSS L.6.1b).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	6.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W3-d.1.	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. (CCSS L.6.6)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	6.SL1-c.	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 – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	6.SL1-c.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	6.SL4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
EXPECTATION	6.SL4.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	6.L1-e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
EXPECTATION	6.L1-e.1.	Apply skills from L1.a-d to analyze the effect on meaning in professional writing, the writing of peers, and their own writing: Revise to develop and strengthen writing (See CCSS W.6.5); Edit for clarity to develop and strengthen writing (See CCSS W.6.5).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	6.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies – 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.
EXPECTATION	6.L4-a.1.	Apply an understanding of the various types of context clues to determine word or phrase meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	6.L4-d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies – 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).
EXPECTATION	6.L4-d.1.	Apply an understanding of the skills in L4 a-c to verify word meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	6.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
EXPECTATION	6.L5-b.1.	Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text.
EXPECTATION	6.L5-b.2.	Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	6.L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION	6.L6.1.	Apply skills identified in CCSS L.6.4a, L.6.4b, L.6.4c, L.6.4d and L.6.5a, L.6.5b, L.6.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.

Maryland College and Career-Ready Standards

Language Arts

Grade 7 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	7.RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	7.RL1.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	7.RL2.	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.
EXPECTATION	7.RL2.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	7.RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
EXPECTATION	7.RL3.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	7.RL7.	Compare and contrast a written drama, story, 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).
EXPECTATION	7.RL7.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	7.RL9.	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.
EXPECTATION	7.RL9.8.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	7.RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	7.RI1.6.	Use relationships between words for understanding (See CCSS L.7.5b).
EXPECTATION	7.RI1.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	7.RI2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
EXPECTATION	7.RI2.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	7.RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
EXPECTATION	7.RI3.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	7.RI4.	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 choice on meaning and tone.
EXPECTATION	7.RI4.2.	Use context as a clue to the meaning of a word or phrase (See CCSS L.7.4a).
EXPECTATION	7.RI4.7.	Gather vocabulary knowledge when considering a word or phrase important to comprehension (See CCSS L.7.6).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	7.RI7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

EXPECTATION	7.RI7.3.	Determine how sound and sight affect the perception of words.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	7.W1-b.	Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	7.W1-b.3.	Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.7.2e); formation of complete sentences (See CCSS L.7.1f); selection of simple, compound, complex, or compound-complex sentences to show relationships among ideas (See CCSS L.7.1b); frequently confused words (See CCSS L.7.1g); spelling correctly (See CCSS L.7.2b); inappropriate shifts in pronoun number and person (See CCSS L.7.1c).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	7.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.
EXPECTATION	7.W2-b.3.	Compose a draft of the body with attention to: effective organization of information (See CCSS W.7.5); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); subject-verb and pronoun antecedent agreement (See CCSS L.3.1f); formation of complete sentences (See CCSS L.4.1f); frequently confused words (See CCSS L.4.1g); recognition of variations from standard English and use of strategies to improve expression in conventional language (See CCSS L.6.1e); placement and function of phrases and clauses in sentences (See CCSS L.7.1a).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	7.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W2-d.1.	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. (CCSS L.7.6)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	7.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
EXPECTATION	7.W3-b.3.	Compose with attention to: subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); choosing words and phrases for effect and to convey ideas precisely (See CCSS L.3.3a); formation of complete sentences (See CCSS L.4.1f); varying sentence patterns for meaning, reader/listener interest, and style (See CCSS L.7.3a); maintaining consistency in style and tone (See CCSS L.6.b); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (See CCSS L.7.3a).

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	7.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	7.W3-d.1.	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. (CCSS L.7.6)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	7.SL1-c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly – Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL1-c.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	7.SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
EXPECTATION	7.SL4.3.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	7.L4-a.	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 – 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.
EXPECTATION	7.L4-a.1.	Apply an understanding of the various types of context clues to determine word or phrase meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	7.L4-d.	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 – 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).
EXPECTATION	7.L4-d.1.	Apply an understanding of the skills in L4 a-c to verify word meaning.

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	7.L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION	7.L6.1.	Apply skills identified in CCSS L.7.4a, L.7.4b, L.7.4c, L.7.4d and L.7.5a, L.7.5b, L.7.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.

Maryland College and Career-Ready Standards

Language Arts

Grade 8 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	8.RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	8.RL1.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	8.RL2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
EXPECTATION	8.RL2.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	8.RL3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
EXPECTATION	8.RL3.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	8.RL7.	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.
EXPECTATION	8.RL7.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	8.RL9.	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.
EXPECTATION	8.RL9.8.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	8.RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	8.RI1.6.	Use relationships between words for understanding (See CCSS L.8.5b).
EXPECTATION	8.RI1.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	8.RI2.	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.
EXPECTATION	8.RI2.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text. the connection between two individuals, events, ideas, or pieces of information in a text.
OBJECTIVE	8.RI3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
EXPECTATION	8.RI3.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	8.RI4.	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.
EXPECTATION	8.RI4.2.	Use context as a clue to the meaning of a word or phrase (See CCSS L.8.4a).
EXPECTATION	8.RI4.7.	Gather vocabulary knowledge when considering a word or phrase important to comprehension (See CCSS L.8.6).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	8.RI7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
EXPECTATION	8.RI7.2.	Determine how sound and sight affect the perception of words.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	8.W1-b.	Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	8.W1-b.3.	Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.8.2e); formation of complete sentences (See CCSS L.8.1f); using verbs in the passive and active voice (See CCSS L.1b.8); frequently confused words (See CCSS L.8.1g); spelling correctly (See CCSS L.8.2c); recognition of inappropriate shifts in pronoun number and person (See CCSS L.8.1c).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	8.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Develop the topic with relevant, well-chosen facts, definition, concrete details, quotations, or other information and examples.
EXPECTATION	8.W2-b.3.	Compose a draft of the body with attention to: effective organization of information (See CCSS W.8.5); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); subject-verb and pronoun antecedent agreement (See CCSS L.3.1f); formation of complete sentences (See CCSS L.4.1f); frequently confused words (See CCSS L.4.1g); recognition of variations from standard English and use of strategies to improve expression in conventional language (See CCSS L.6.1e); function of gerunds, participles, and infinitives in sentences (See CCSS L.8.1a).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	8.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	8.W2-d.1.	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. (CCSS L.8.6)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	8.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use narrative techniques, such as dialogue, pacing, and description, and reflection to develop experiences, events, and/or characters.
EXPECTATION	8.W3-b.3.	Compose with attention to: subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); choosing words and phrases for effect and to convey ideas precisely (See CCSS L.3.3a); formation of complete sentences (See CCSS L.4.1f); varying

		<p>sentence patterns for meaning, reader/listener interest, and style (See CCSS L.7.3a); maintaining consistency in style and tone (See CCSS L.6.3b); choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (See CCSS L.7.3a); using verbs in active and passive voice and conditional and subjunctive mood for effect (See CCSS L.8.3a).</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	8.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use precise words and phrases, relevant descriptive details, and sensory language to capture the actions and convey experiences and events.
EXPECTATION	8.W3-d.1.	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. (CCSS L.8.6)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	8.SL1-c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly – Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	8.SL1-c.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	8.SL4.	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 volumes, and clear pronunciation.
EXPECTATION	8.SL4.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	8.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies – 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.
EXPECTATION	8.L4-a.1.	Apply an understanding of the various types of context clues to determine word or phrase meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	8.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words to better understand each of the words.
EXPECTATION	8.L5-b.2.	Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering an unknown term important to comprehension or expression.
OBJECTIVE	8.L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION	8.L6.1.	Apply skills identified in CCSS L.8.4a, L.8.4b, L.8.4c, L.8.4d and L.8.5a, L.8.5b, L.8.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.

Maryland College and Career-Ready Standards

Language Arts

Grade 9 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	9-10.RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	9-10.RL1.7.	Use knowledge of language and its conventions when speaking and writing (See 9-10 CCSS L.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	9-10.RL2.	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.
EXPECTATION	9-10.RL2.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	9-10.RL3.	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.
EXPECTATION	9-10.RL3.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

LEVEL		specific word choices shape meaning or tone.
OBJECTIVE	9-10.RL4.	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).
EXPECTATION	9-10.RL4.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	9-10.RL5.	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.
EXPECTATION	9-10.RL5.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	9-10.RL6.	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.
EXPECTATION	9-10.RL6.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	9-10.RL7.	Analyze the representation of a subject or 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).
EXPECTATION	9-10.RL7.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	9-10.RL9.	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).
EXPECTATION	9-10.RL9.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	9-10.RL10.	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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the end of the grades 9-10 text

		complexity band independently and proficiently.
EXPECTATION	9-10.RL10.4	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	9-10.RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	9-10.RI1.7.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI1.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	9-10.RI2.	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.
EXPECTATION	9-10.RI2.4.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI2.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
OBJECTIVE	9-10.RI3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
EXPECTATION	9-10.RI3.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI3.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	9-10.RI4.	Determine the meaning of words and phrases as they are used in the 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).
EXPECTATION	9-10.RI4.1.	Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary.
EXPECTATION	9-10.RI4.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI4.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	9-10.RI5.	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).
EXPECTATION	9-10.RI5.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI5.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	9-10.RI6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
EXPECTATION	9-10.RI6.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI6.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	9-10.RI7.	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.
EXPECTATION	9-10.RI7.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI7.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	9-10.RI8.	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.
EXPECTATION	9-10.RI8.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI8.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	9-10.RI9.	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.
EXPECTATION	9-	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary

	10.RI9.5.	when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI9.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	9-10.RI10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the end of the grades 9-10 text complexity band independently and proficiently.
EXPECTATION	9-10.RI10.3.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI10.4.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	9-10.W1-c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9-10.W1-c.4.	Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.9-10.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	9-10.W1-d.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	9-10.W1-d.6.	Apply the editing phase of the writing process independently (See CCSS L.9-10.3a and W.9-10.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.9-10.2, L.9-10.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	9-10.W2-c.	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 – Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W2-c.2.	Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC /		Text Types and Purposes

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	9-10.W2-e.	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 – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	9-10.W2-e.4.	Apply the editing phase of the writing process independently (See CCSS L.9-10.3a and W.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See CCSS L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	9-10.W3-c.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W3-c.3.	Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.3)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	9-10.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L4-a.2.	Analyze a word’s position, form, and/or function to determine meaning.
EXPECTATION	9-10.L4-a.3.	Revisit key words used throughout a text to determine effect and meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
OBJECTIVE	9-10.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION	9-10.L6.1.	Demonstrate the behaviors of a strategic reader.
EXPECTATION	9-10.L6.4.	Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.

Maryland College and Career-Ready Standards

Language Arts

Grade 10 - Adopted: 2014

STRAND / TOPIC	MD.RL.	Standards for Reading Literature (RL)
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/ STANDARD		
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR .	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	9-10.RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	9-10.RL1.7.	Use knowledge of language and its conventions when speaking and writing (See 9-10 CCSS L.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR .	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	9-10.RL2.	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.
EXPECTATION	9-10.RL2.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR .	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	9-10.RL3.	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.
EXPECTATION	9-10.RL3.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR .	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	9-10.RL4.	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).
EXPECTATION	9-10.RL4.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR .	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	9-10.RL5.	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.
EXPECTATION	9-10.RL5.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR .	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.

LEVEL		
OBJECTIVE	9-10.RL6.	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.
EXPECTATION	9-10.RL6.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	9-10.RL7.	Analyze the representation of a subject or 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).
EXPECTATION	9-10.RL7.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	9-10.RL9.	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).
EXPECTATION	9-10.RL9.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	9-10.RL10.	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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the end of the grades 9-10 text complexity band independently and proficiently.
EXPECTATION	9-10.RL10.4.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	9-10.RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	9-10.RI1.7.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI1.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVE	9-10.RI2.	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.
EXPECTATION	9-10.RI2.4.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI2.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
OBJECTIVE	9-10.RI3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
EXPECTATION	9-10.RI3.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI3.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	9-10.RI4.	Determine the meaning of words and phrases as they are used in the 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).
EXPECTATION	9-10.RI4.1.	Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary.
EXPECTATION	9-10.RI4.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI4.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	9-10.RI5.	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).
EXPECTATION	9-10.RI5.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI5.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	9-10.RI6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
EXPECTATION	9-10.RI6.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI6.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	9-10.RI7.	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.
EXPECTATION	9-10.RI7.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI7.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	9-10.RI8.	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.
EXPECTATION	9-10.RI8.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI8.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	9-10.RI9.	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.
EXPECTATION	9-10.RI9.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI9.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	9-10.RI10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the end of the grades 9-10 text complexity band independently and proficiently.
EXPECTATION	9-10.RI10.3.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).
EXPECTATION	9-10.RI10.4.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	9-10.W1-c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9-10.W1-c.4.	Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.9-10.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	9-10.W1-d.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	9-10.W1-d.6.	Apply the editing phase of the writing process independently (See CCSS L.9-10.3a and W.9-10.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.9-10.2, L.9-10.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	9-10.W2-c.	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 – Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W2-c.2.	Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	9-10.W2-e.	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 – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	9-10.W2-e.4.	Apply the editing phase of the writing process independently (See CCSS L.9-10.3a and W.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See CCSS L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	9-10.W3-c.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W3-c.3.	Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.3)

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	9-10.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L4-a.2.	Analyze a word’s position, form, and/or function to determine meaning.
EXPECTATION	9-10.L4-a.3.	Revisit key words used throughout a text to determine effect and meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
OBJECTIVE	9-10.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION	9-10.L6.1.	Demonstrate the behaviors of a strategic reader.
EXPECTATION	9-10.L6.4.	Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.

**Maryland College and Career-Ready Standards
Language Arts**

Grade 11 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	11-12.RL1.	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.
EXPECTATION	11-12.RL1.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	11-12.RL2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
EXPECTATION	11-12.RL2.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL3.CCR .	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	11-12.RL3.	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).
EXPECTATION	11-12.RL3.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR .	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	11-12.RL4.	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.)
EXPECTATION	11-12.RL4.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR .	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	11-12.RL5.	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.
EXPECTATION	11-12.RL5.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR .	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	11-12.RL6.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
EXPECTATION	11-12.RL6.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR .	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	11-12.RL7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
EXPECTATION	11-12.RL7.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR /	RL9.CCR	Anchor Standard: Analyze how two or more texts address similar themes or topics in

PROFICIENCY LEVEL	.	order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	11-12.RL9.	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
EXPECTATION	11-12.RL9.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	11-12.RL10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
EXPECTATION	11-12.RL10.4.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	11-12.RI1.	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.
EXPECTATION	11-12.RI1.7.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI1.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	11-12.RI2.	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 produce a complex analysis; provide an objective summary of the text.
EXPECTATION	11-12.RI2.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI2.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
OBJECTIVE	11-12.RI3.	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.
EXPECTATION	11-12.RI3.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI3.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	11-12.RI4.	Determine the meaning of words and phrases as they are used in the 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).
EXPECTATION	11-12.RI4.1.	Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words.
EXPECTATION	11-12.RI4.4.	Trace and analyze the development of a key term(s) over the course of a text.
EXPECTATION	11-12.RI4.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI4.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	11-12.RI5.	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.
EXPECTATION	11-12.RI5.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI5.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	11-12.RI6.	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.
EXPECTATION	11-12.RI6.7.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI6.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	11-12.RI7.	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.
EXPECTATION	11-12.RI7.7.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI7.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the

LEVEL		evidence.
OBJECTIVE	11-12.RI.8.	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
EXPECTATION	11-12.RI.8.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI.8.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	11-12.RI.9.	Analyze seventeenth-, eighteenth-, and nineteenth-century 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.
EXPECTATION	11-12.RI.9.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI.9.7.	Use knowledge of language and conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI10.CCR R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	11-12.RI10.	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. 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 proficiently.
EXPECTATION	11-12.RI10.3.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI10.4.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	11-12.W1-c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – 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.
EXPECTATION	11-12.W1-c.5.	Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1a, L.11-12.1b, L.11-12.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	11-12.W1-d.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	11-	Apply the editing phase of the writing process independently (See CCSS L.11-12.3a

	12.W1-d.7.	and W.11-12.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.11-12.2, L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	11-12.W2-c.	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 – 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.
EXPECTATION	11-12.W2-c.3.	Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1.a, L.11-12.1b, L.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	11-12.W2-e.	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 – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	11-12.W2-e.4.	Apply the editing phase of the writing process independently (See CCSS L.11-12.3a and W.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See CCSS L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	11-12.W3-c.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – 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).
EXPECTATION	11-12.W3-c.5.	Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1.a, L.1b, L.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	11-12.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W3-d.4.	Apply the editing phase of the writing process independently (See CCSS L.11-12.3a and W.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).
STRAND / TOPIC	MD.L.	Standards for Language (L)

/ STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	11-12.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
EXPECTATION	11-12.L1-a.1.	Analyze and explain the historical circumstances and reasons for changes in usage over time.
EXPECTATION	11-12.L1-a.2.	Compare and contrast changes in usage over time.
EXPECTATION	11-12.L1-a.3.	Examine historical circumstances and underlying reasons for changes in usage over time.
EXPECTATION	11-12.L1-a.4.	Apply language usage to writing and speaking as appropriate for audience and purpose.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	11-12.L3-a.	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 – Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
EXPECTATION	11-12.L3-a.5.	Use grammar concepts and skills to strengthen control of oral and written language.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	11-12.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L4-a.2.	Analyze a word’s position, form, and/or function to determine meaning.
EXPECTATION	11-12.L4-a.3.	Revisit key words used throughout a text to determine effect and meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
OBJECTIVE	11-12.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION	11-12.L6.1.	Demonstrate the behaviors of a strategic reader.
EXPECTATION	11-12.L6.4.	Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.

Maryland College and Career-Ready Standards

Language Arts

Grade 12 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	11-12.RL1.	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.
EXPECTATION	11-12.RL1.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	11-12.RL2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
EXPECTATION	11-12.RL2.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	11-12.RL3.	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).
EXPECTATION	11-12.RL3.5.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	11-12.RL4.	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.)
EXPECTATION	11-12.RL4.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	11-12.RL5.	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.
EXPECTATION	11-	Use knowledge of language and its conventions when speaking and writing (See

	12.RL5.5.	CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	11-12.RL6.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
EXPECTATION	11-12.RL6.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	11-12.RL7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
EXPECTATION	11-12.RL7.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	11-12.RL9.	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
EXPECTATION	11-12.RL9.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	11-12.RL10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
EXPECTATION	11-12.RL10.4.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	11-12.RI1.	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.
EXPECTATION	11-12.RI1.7.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-	Use knowledge of language and its conventions when speaking and writing (See

	12.RI.1.8.	CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	11-12.RI2.	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 produce a complex analysis; provide an objective summary of the text.
EXPECTATION	11-12.RI2.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI2.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
OBJECTIVE	11-12.RI3.	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.
EXPECTATION	11-12.RI3.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI3.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	11-12.RI4.	Determine the meaning of words and phrases as they are used in the 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).
EXPECTATION	11-12.RI4.1.	Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words.
EXPECTATION	11-12.RI4.4.	Trace and analyze the development of a key term(s) over the course of a text.
EXPECTATION	11-12.RI4.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI4.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	11-12.RI5.	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.
EXPECTATION	11-12.RI5.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI5.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC /		Craft and Structure

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	11-12.RI6.	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.
EXPECTATION	11-12.RI6.7.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI6.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	11-12.RI7.	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.
EXPECTATION	11-12.RI7.7.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI7.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	11-12.RI8.	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
EXPECTATION	11-12.RI8.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI8.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	11-12.RI9.	Analyze seventeenth-, eighteenth-, and nineteenth-century 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.
EXPECTATION	11-12.RI9.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI9.7.	Use knowledge of language and conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	11-12.RI10.	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. 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 proficiently.

EXPECTATION	11-12.RI10.3.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).
EXPECTATION	11-12.RI10.4.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	11-12.W1-c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – 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.
EXPECTATION	11-12.W1-c.5.	Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1a, L.11-12.1b, L.11-12.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	11-12.W1-d.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	11-12.W1-d.7.	Apply the editing phase of the writing process independently (See CCSS L.11-12.3a and W.11-12.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.11-12.2, L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	11-12.W2-c.	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 – 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.
EXPECTATION	11-12.W2-c.3.	Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1.a, L.11-12.1b, L.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	11-12.W2-e.	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 – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	11-12.W2-e.4.	Apply the editing phase of the writing process independently (See CCSS L.11-12.3a and W.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See CCSS L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	11-12.W3-c.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – 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).
EXPECTATION	11-12.W3-c.5.	Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1.a, L.1b, L.3)
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	11-12.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W3-d.4.	Apply the editing phase of the writing process independently (See CCSS L.11-12.3a and W.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	11-12.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
EXPECTATION	11-12.L1-a.1.	Analyze and explain the historical circumstances and reasons for changes in usage over time.
EXPECTATION	11-12.L1-a.2.	Compare and contrast changes in usage over time.
EXPECTATION	11-12.L1-a.3.	Examine historical circumstances and underlying reasons for changes in usage over time.
EXPECTATION	11-12.L1-a.4.	Apply language usage to writing and speaking as appropriate for audience and purpose.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	11-12.L3-a.	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 – Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
EXPECTATION	11-12.L3-a.5.	Use grammar concepts and skills to strengthen control of oral and written language.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC /		Vocabulary Acquisition and Use

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	11-12.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L4-a.2.	Analyze a word’s position, form, and/or function to determine meaning.
EXPECTATION	11-12.L4-a.3.	Revisit key words used throughout a text to determine effect and meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
OBJECTIVE	11-12.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION	11-12.L6.1.	Demonstrate the behaviors of a strategic reader.
EXPECTATION	11-12.L6.4.	Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.