

ELEMENTS OF BASIC ENGLISH LANGUAGE ARTS II

ENGLISH LANGUAGE ARTS II Correlation to Indiana Academic Standards

Indiana Academic Standards	Content Connectors	Student Text	Practice Book	Teacher Resource Edition Activities & Projects
Reading: Literature				
9-10.RL.2.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9-10.RL.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	5, 7-11, 13, 21, 23-29, 37, 39-45, 53, 55-61, 67-77, 79, 80, 85-94, 99-109, 111, 115-125, 131-141, 147-156, 163-173, 179-189	12, 13, 28, 29, 44, 45, 71, 76, 77, 92, 108, 124, 125, 140, 156, 188	Ch2, Ch5, Ch7, Ch8, Ch9, Ch11
	9-10.RL.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.	5, 7-11, 13, 21, 23-29, 37, 39-45, 53, 55-61, 67-77, 79, 80, 85-94, 99-109, 111, 115-125, 131-141, 147-156, 163-173, 179-189	12, 13, 28, 29, 44, 45, 71, 76, 77, 92, 108, 124, 125, 140, 156, 188	Ch2, Ch5, Ch7, Ch8, Ch9, Ch11
9-10.R.L.2.3: Analyze how dynamic 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.	9-10.RL.2.3.a.1: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.	12, 28, 44, 76, 93, 105, 109, 117, 122, 123, 127, 136, 140, 152, 153, 156, 172	12, 13, 28, 29, 44, 45, 71, 76, 77, 92, 108, 124, 125, 140, 156, 188	Ch6, Ch12
9-10.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9-10.RL.3.1.a.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	26, 28, 29, 79, 89, 115, 117, 128, 149, 165	31, 79, 191, 192	Ch6, Ch12
Reading: Nonfiction				
9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	9-10.RN.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	6, 8, 10, 12, 24, 26, 28, 38, 40, 42, 44, 47, 51, 54, 56, 58, 67, 68, 72, 74, 87, 89, 91, 93, 103, 105, 109, 120, 122, 125, 136, 150, 151, 152, 154, 156, 160, 170, 172, 184	13, 29, 45, 61, 71, 76, 77, 93, 109, 125, 141, 157, 173, 189	Ch2, Ch5, Ch7, Ch8, Ch9, Ch11
	9-10.RN.2.1.a.2: Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.	6, 8, 10, 12, 24, 26, 28, 38, 40, 42, 44, 47, 51, 54, 56, 58, 67, 68, 72, 74, 87, 89, 91, 93, 103, 105, 109, 120, 122, 125, 136, 150, 151, 152, 154, 156, 160, 170, 172, 184	13, 29, 45, 61, 71, 76, 77, 93, 109, 125, 141, 157, 173, 189	Ch2, Ch5, Ch7, Ch8, Ch9, Ch11
	9-10.RN.2.1.a.3: Analyze in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	6, 8, 10, 12, 24, 26, 28, 38, 40, 42, 44, 47, 51, 54, 56, 58, 67, 68, 72, 74, 87, 89, 91, 93, 103, 105, 109, 120, 122, 125, 136, 150, 151, 152, 154, 156, 160, 170, 172, 184	13, 29, 45, 61, 71, 76, 77, 93, 109, 125, 141, 157, 173, 189	Ch2, Ch5, Ch7, Ch8, Ch9, Ch11
9-10.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	9-10.3.3.a.1: Determine an author's perspective or purpose in a text.	5, 10, 13, 26, 28, 29, 37, 47, 48, 58, 70, 89, 101, 117, 163, 164, 170, 176, 179, 180, 184, 186, 189	13, 29, 45, 61, 79, 109, 125, 141, 157, 173, 189	
9-10.RN.4.1: 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.	9-10.RN.4.1.a.1: Delineate and evaluate the argument and specific claims in a text.	25, 36, 47, 51, 52, 55, 57, 58, 108, 189	45, 173, 189	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
	9-10.RN.4.1.a.2: Assess whether the reasoning is valid and the evidence is relevant and sufficient.	25, 36, 47, 51, 52, 55, 57, 58, 108, 189	45, 173, 189	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
Reading: Vocabulary				
9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	9-10.RV.2.1.a.1: Use context to determine or clarify the meaning of words and phrases.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17, 18, 33, 49, 50, 65, 66, 81, 82, 97, 98, 113, 114, 129, 130, 145, 146, 161, 162, 177, 178		Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
Writing Genres				

<p>9-10.W.3.1: Write arguments in a variety of forms that -</p> <ul style="list-style-type: none"> ■ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ■ Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ■ Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims. ■ Establish and maintain a consistent style and tone appropriate to purpose and audience. ■ Provide a concluding statement or section that follows from and supports the argument presented. 	<p>9-10.W.3.1.a.1: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>6, 15, 16, 22, 31, 32, 38, 48, 54, 64, 70, 80, 87, 96, 111, 112, 118, 128, 134, 140, 143, 144, 150, 159, 160, 166, 176, 182, 192</p>	<p>15, 16, 47, 48, 64, 72, 95, 96, 111, 112, 143, 144, 159, 160, 176, 191, 192</p>	<p>1, 2, 6, 7, 8, 9, 10, 11, 12</p>
	<p>9-10.W.3.1.a.2: Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>128, 144, 160, 192</p>	<p>159, 160</p>	<p>6, 7, 8, 9, 10</p>
	<p>9-10.W.3.1.a.5: Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>64</p>	<p>15, 47</p>	
<p>9-10.W.3.2: Write informative compositions on a variety of topics that</p> <ul style="list-style-type: none"> ■ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ■ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 	<p>9-10.W.3.2.a.1: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.</p>		<p>15, 16, 47, 48, 64, 72, 95, 96, 111, 112, 143, 144, 159, 160, 176, 191, 192</p>	<p>1, 2, 6, 7, 8, 9, 10, 11, 12</p>
	<p>9-10.W.3.2.a.2: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>6, 15, 16, 22, 31, 32, 38, 48, 54, 64, 70, 80, 87, 96, 111, 112, 118, 128, 134, 140, 143, 144, 150, 159, 160, 166, 176, 182, 192</p>	<p>15, 16, 47, 48, 64, 72, 95, 96, 111, 112, 143, 144, 159, 160, 176, 191, 192</p>	<p>1, 2, 6, 7, 8, 9, 10, 11, 12</p>
<ul style="list-style-type: none"> ■ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ■ Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ■ Establish and maintain a style appropriate to the purpose and audience. ■ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>9-10.W.2.a.3: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>80, 190</p>	<p>190</p>	<p>0</p>
	<p>9-10.W.2.a.6: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>64</p>	<p>15, 47</p>	<p>10</p>

<p>9-10.W.3.3: Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters. 	<p>9-10.W.3.3.a.1: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p>	<p>6, 15, 16, 22, 31, 32, 38, 48, 54, 64, 70, 80, 87, 96, 111, 112, 118, 128, 134, 140, 143, 144, 150, 159, 160, 166, 176, 182, 192</p>	<p>15, 16, 47, 48, 64, 72, 95, 96, 111, 112, 143, 144, 159, 160, 176, 191, 192</p>	<p>1, 2, 6, 7, 8, 9, 10, 11, 12</p>
	<p>9-10.W.3.3.a.2: Create a smooth progression of experiences or events.</p>	<p>80, 190</p>	<p>190, 191, 192</p>	
	<p>9-10.W.3.3.a.5: Use precise words and phrases telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>1, 2, 5, 7, 8, 9, 10, 11, 12, 21, 23, 24, 25, 26, 27, 28, 33, 34, 37, 39, 40, 41, 42, 43, 44, 49, 50, 53, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 71, 72, 73, 74, 75, 76, 77, 78, 81, 82, 86, 88, 89, 90, 91, 92, 93, 94, 95, 97, 98, 102, 104, 105, 106, 107, 108, 109, 110, 111, 113, 114, 117, 119, 120, 121, 122, 123, 124, 125, 126, 129, 130, 133, 135, 136, 137, 138, 139, 140, 141, 142, 145, 146, 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 161, 162, 165, 167, 168, 169, 170, 171, 172, 173, 177, 178, 181, 183, 184, 185, 186, 187, 188, 189</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>
<p>9-10.W.3.3.a.6: Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>64</p>	<p>15, 47</p>	<p>10</p>	
<p>9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> Formulate an inquiry question, and refine and narrow the focus as research evolves. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. Synthesize and integrate information into the text selectively to maintain the flow of ideas. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. Present information, choosing from a variety of formats. 	<p>9-10.W.5: Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question.</p>	<p>47, 175</p>	<p>8, 24, 55, 88, 104, 120, 136, 152, 168</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>