

ELEMENTS OF ENGLISH LANGUAGE ARTS II			
READING STANDARDS FOR LITERATURE			
• KEY IDEAS AND DETAILS	Student Text	Practice Book	Teacher Resource Edition: Activities & Projects
1. [RL.10.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5, 7, 8, 9, 10, 11, 13, 21, 23, 24, 25, 26, 27, 28, 29, 37, 39, 40, 41, 42, 43, 44, 45, 53, 55, 56, 57, 58, 59, 60, 61, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 79, 80, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 111, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189	12, 13, 28, 29, 44, 45, 71, 76, 77, 92, 108, 124, 125, 140, 156, 188	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
2. [RL.10.2] Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6, 12, 22, 28, 38, 44, 54, 64, 70, 76, 79, 80, 87, 93, 103, 109, 118, 122, 127, 128, 134, 140, 150, 152, 156, 166, 172, 182	12, 13, 28, 29, 44, 45, 71, 76, 77, 92, 108, 124, 125, 140, 156, 188	
3. [RL.10.3] Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	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	10
READING STANDARDS FOR LITERATURE			
• CRAFT AND STRUCTURE			

<p>4. [RL.10.4] Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>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</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>
<p>5. [RL.10.5] Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>26, 28, 29, 79, 89, 115, 117, 128, 149, 165</p>	<p>31, 79, 191, 192</p>	
<p>6. [RL.10.6] Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. (Alabama)</p>	<p>10, 12, 13, 80, 102, 107, 133, 141, 144, 149</p>	<p>93</p>	<p>5</p>
<p>READING STANDARDS FOR LITERATURE</p>			
<p>• INTEGRATION OF KNOWLEDGE AND IDEAS</p>			
<p>7. [RL.10.7] Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Mus&eacute;e des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p>	<p>55, 57, 63</p>		

8. [RL.10.9] Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). (Alabama)	99, 100, 101, 102, 103		7
READING STANDARDS FOR LITERATURE			
• RANGE OF READING AND LEVEL OF TEXT COMPLEXITY			
9. [RL.10.20] By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.	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, 193, 194, 195	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	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
READING STANDARDS FOR INFORMATIONAL TEXT			
• KEY IDEAS AND DETAILS			

10. [RI.10.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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	5
11. RI.10.2] Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6, 22, 38, 54, 70, 79, 80, 87, 103, 118, 138, 150, 152	12, 13, 28, 29, 44, 45, 60, 61, 76, 77, 79, 92, 93, 108, 109, 124, 125, 140, 142, 156, 157, 172, 173, 188, 189	
12. [RI.10.3] Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	29, 61, 179, 180, 181, 184, 186	189, 191, 192	7
READING STANDARDS FOR INFORMATIONAL TEXT			
• CRAFT AND STRUCTURE			
13. [RI.10.4] Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186	5, 6, 7

14. [RI.10.5] Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	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	
15. [RI.10.6] Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	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	7
READING STANDARDS FOR INFORMATIONAL TEXT			
• INTEGRATION OF KNOWLEDGE AND IDEAS			
16. [RI.10.7] Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	35, 36, 47, 51, 52, 55, 57, 58, 180, 189	9, 25, 41, 57, 89, 105, 121, 137, 153, 169, 185	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
17. [RI.10.8] Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	25, 36, 47, 51, 52, 55, 57, 58, 108, 189	45, 173, 189	10
18. [RI.10.9] Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts.	35, 36, 37, 38, 39, 40, 41, 42, 44, 45, 46, 47, 48, 58, 67, 68, 69, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 176, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189	37, 38, 39, 40, 41, 42, 43, 44, 45, 69, 70, 71, 72, 73, 74, 75, 76, 77, 79, 165, 166, 167, 168, 169, 170, 171, 172, 173, 176, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192	11, 12
19. [RI.11-12.9] 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.			11, 12
READING STANDARDS FOR INFORMATIONAL TEXT			
• RANGE OF READING AND LEVEL OF TEXT COMPLEXITY			

<p>20. [RI.10.10] By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.</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, 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>4, 5, 11, 12</p>
<p>WRITING STANDARDS</p>			
<p>• TEXT TYPES AND PURPOSES</p>			
<p>21. [W.10.1] Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>144, 160</p>	<p>159, 160</p>	
<p>• 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>144, 160</p>	<p>159, 160</p>	

<ul style="list-style-type: none"> 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. 	144, 160	159, 160	
<ul style="list-style-type: none"> 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. 	144, 160	159, 160	
<ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 			
<ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the argument presented. 			
<p>22. [W.10.2] Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	6, 15, 16, 22, 38, 46, 54, 64, 70, 80, 87, 103, 111, 118, 134, 150, 166, 182, 192	15, 16, 46, 47, 48, 64, 191, 192	11
<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. 	6, 15, 16, 22, 38, 46, 54, 64, 70, 80, 87, 103, 111, 118, 134, 150, 166, 182, 192	15, 16, 47, 48, 64, 191, 192	11
<ul style="list-style-type: none"> 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. 			
<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. 	192		

<ul style="list-style-type: none"> ● Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	46, 192	1, 2, 3, 4, 5, 6, 7, 8, 12, 17, 18, 19, 20, 21, 22, 23, 24, 33, 34, 35, 36, 37, 38, 39, 40, 49, 50, 51, 52, 53, 54, 55, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 81, 82, 83, 84, 85, 86, 87, 88, 97, 98, 99, 100, 101, 102, 103, 104, 113, 114, 115, 116, 117, 118, 119, 120, 129, 130, 131, 132, 133, 134, 135, 136, 145, 146, 147, 148, 149, 150, 151, 152, 161, 162, 163, 164, 165, 166, 167, 168, 177, 178, 179, 180, 181, 182, 183, 184	
<ul style="list-style-type: none"> ● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	192	15, 47	
<ul style="list-style-type: none"> ● 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) 	192	15, 47	
23. [W.10.3] Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	31, 32, 48, 108, 112, 143, 159, 176, 192	80, 95, 96, 111, 112, 143, 144, 176	9, 10
<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, characters, or both; create a smooth progression of experiences or events. 	31, 32, 48, 108, 112, 143, 159, 176, 192	80, 95, 96, 111, 112, 143, 144, 176	9, 10
<ul style="list-style-type: none"> ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 	31, 32, 48, 108, 112, 143, 159, 176, 192	80, 95, 96, 111, 112, 143, 144, 176	9, 10
<ul style="list-style-type: none"> ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	31, 32, 48, 108, 112, 143, 159, 176, 192	80, 95, 96, 111, 112, 143, 144, 176	9, 10

<ul style="list-style-type: none"> • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 	31, 32, 48, 108, 112, 143, 159, 176, 192	80, 95, 96, 111, 112, 143, 144, 176	9, 10
<ul style="list-style-type: none"> • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	31, 32, 48, 108, 112, 143, 159, 176, 192	80, 95, 96, 111, 112, 143, 144, 176	9, 10
WRITING STANDARDS			
• PRODUCTION AND DISTRIBUTION OF WRITING			
24. [W.10.4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.)	6, 15, 16, 22, 31, 32, 38, 46, 48, 54, 63, 64, 70, 80, 87, 103, 108, 111, 112, 118, 134, 143, 144, 150, 159, 160, 166, 176, 182, 192	15, 16, 46, 47, 48, 64, 80, 95, 96, 111, 112, 143, 144, 159, 160, 176, 191, 192	9, 10, 11
25. [W.10.5] Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.)	31, 48, 64, 143, 159, 191, 192		
26. [W.10.6] Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	175		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
WRITING STANDARDS			
• RESEARCH TO BUILD AND PRESENT KNOWLEDGE			

27. [W.10.7] Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	175		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
28. [W.10.8] Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
29. [W.10.9] Draw evidence from literary or informational texts to support analysis, reflection, and research.			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
<ul style="list-style-type: none"> • Apply Grade 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). 			
<ul style="list-style-type: none"> • Apply Grade 10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). 			
WRITING STANDARDS			
• RANGE OF WRITING			
30. [W.10.10] Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.	6, 15, 16, 22, 31, 32, 38, 46, 48, 54, 63, 64, 70, 80, 87, 103, 108, 111, 112, 118, 134, 143, 144, 150, 159, 160, 166, 175, 176, 182, 191, 192	15, 16, 46, 47, 48, 64, 80, 95, 96, 111, 112, 143, 144, 159, 160, 176, 191, 192	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

SPEAKING AND LISTENING STANDARDS			
• COMPREHENSION AND COLLABORATION			
31. [SL.10.1] Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	168		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
<ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 			
<ul style="list-style-type: none"> • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 			
<ul style="list-style-type: none"> • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 			
<ul style="list-style-type: none"> • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	6, 10, 12, 28, 38, 44, 47, 58, 74, 76, 87, 91, 93, 103, 109, 122, 125, 136, 150, 152, 154, 156, 160, 170, 172	13, 29, 45, 61, 71, 76, 77, 93, 109, 125, 141, 157, 173, 189	
32. [SL.10.2] Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	33, 42, 46, 48, 52, 53, 55, 56, 57, 58, 69, 130, 157, 174, 183, 186, 187, 188, 189	150	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
33. [SL.10.3] Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	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	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

SPEAKING AND LISTENING STANDARDS			
• PRESENTATION OF KNOWLEDGE AND IDEAS			
34. [SL.10.4] Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	6, 10, 12, 28, 38, 44, 47, 58, 74, 76, 87, 91, 93, 103, 109, 122, 125, 136, 150, 152, 154, 156, 160, 170, 172	13, 29, 45, 61, 71, 76, 77, 93, 109, 125, 141, 157, 173, 189	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
35. [SL.10.5] Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	52, 53, 69, 71, 77, 78, 79, 100, 157, 173	79, 80, 110, 150, 158	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
36. [SL.10.6] Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 10 Language standards 37 and 39 for specific expectations.)	102, 191	9, 25, 41, 57, 89, 105, 121, 137, 153, 169, 185	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
LANGUAGE STANDARDS			
• CONVENTIONS OF STANDARD ENGLISH			
37. [L.10.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	14, 32, 46, 48, 159, 191	15, 16, 48, 78, 96, 143, 144, 159, 160, 175	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
• Use parallel structure.	190	190	
• Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	16, 32, 64, 95, 110, 126, 142, 143, 159, 190	110, 142, 190	
• Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning. (Alabama)	32, 62, 143, 159		

38. [L.10.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	6, 16, 22, 26, 27, 32, 38, 42, 43, 54, 58, 59, 64, 70, 74, 75, 86, 90, 91, 95, 102, 106, 107, 110, 111, 118, 122, 123, 134, 138, 139, 143, 152, 154, 155, 159, 166, 175, 182, 186, 187, 190, 195	6, 10, 11, 174	
<ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 			
<ul style="list-style-type: none"> • Use a colon to introduce a list or quotation. 			
<ul style="list-style-type: none"> • Spell correctly. 	22, 26, 27, 32, 38, 42, 43, 54, 58, 59, 70, 74, 75, 86, 90, 91, 102, 106, 107, 118, 122, 123, 134, 138, 139, 152, 154, 155, 182, 186, 187	6, 10, 11	
LANGUAGE STANDARDS			
• KNOWLEDGE OF LANGUAGE			
39. [L.10.3] Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
<ul style="list-style-type: none"> • Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's MLA Handbook for Writers of Research Papers , American Psychological Association's Publication Manual of the American Psychological Association) appropriate for the discipline and writing type. 		184	
LANGUAGE STANDARDS			
• VOCABULARY ACQUISITION AND USE			
40. [L.10.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 10 reading and content , choosing flexibly from a range of strategies.	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		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

<ul style="list-style-type: none"> ● 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. 	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		
<ul style="list-style-type: none"> ● Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 	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		
<ul style="list-style-type: none"> ● Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 	41, 77, 102, 157, 167	10, 26, 42, 58, 74, 90, 106, 122, 138, 154	
<ul style="list-style-type: none"> ● 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). 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186	

<p>41. [L.10.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>1, 2, 3, 4, 5, 7, 9, 17, 18, 19, 20, 21, 23, 25, 33, 34, 35, 36, 37, 39, 41, 49, 50, 51, 52, 53, 55, 58, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 90, 91, 92, 94, 97, 98, 99, 100, 101, 102, 104, 113, 114, 115, 116, 117, 119, 129, 130, 131, 132, 133, 135, 145, 146, 147, 148, 149, 151, 153, 161, 162, 163, 164, 165, 167, 168, 169, 170, 171, 173, 176, 177, 178, 179, 180, 181, 183, 184, 185</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>
<p>● Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>19, 20, 21, 28, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 90, 91, 92, 94, 99, 100, 101, 102, 107, 109, 111, 115, 116, 117, 118, 122, 124, 131, 132, 133, 138, 150, 151, 163, 164, 167, 168, 169, 170, 173</p>	<p>31, 32, 46, 60, 67, 68, 72, 73, 74, 89, 90, 93, 95, 137, 138, 169</p>	<p>7</p>
<p>● Analyze nuances in the meaning of words with similar denotations.</p>	<p>7, 9, 11, 23, 25, 27, 39, 41, 43, 55, 57, 59, 71, 73, 75, 87, 89, 91, 103, 105, 107, 119, 121, 123, 135, 137, 139, 151, 153, 155, 167, 169, 171, 183, 185, 187</p>	<p>46</p>	<p>7</p>

<p>42. [L.10.6] Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>
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